



UNIVERSITY OF
SOUTHERN MAINE

Initial and Continuing Educator Preparation Programs State Approval

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INTRODUCTION

USM's Professional Education Unit

The University of Southern Maine (USM), one of seven universities in the University of Maine System (UMS), has three campuses—in Portland, Gorham, and Lewiston-Auburn. USM has served the higher education needs of the region for more than 125 years, although the institution has had its present name only since 1978. The university traces its roots to several predecessor institutions: Western Maine Normal School (established in 1878), Gorham Normal School (1889), Gorham State Teachers College (1945), Portland Junior College (1933), Gorham State College (1965), and the University of Maine at Portland-Gorham (1970). The foundational core of the University of Southern Maine were the teacher education programs of Gorham Normal School and Gorham State College.

Restructuring and Change

Since our last program approval visit in 2009, USM's Professional Education Unit has seen considerable change. In September, 2010, USM restructured the major academic units reducing the number from eight to the current five: the College of Arts, Humanities, and Social Sciences (CAHS); the College of Management and Human Service (CMHS); College of Science, Technology, and Health (CSTH), Lewiston-Auburn College (LAC), and Maine School of Law. At this time, there are USM teacher preparation programs and pathways located in four colleges at USM (CAHS, CMHS, CSTH, and LAC). Concurrent with the restructuring of the academic units at USM, the College of Education and Development became the School of Education and Human Development (SEHD) and merged into the College of Management and Human Service (CMHS) that includes the School of Business, the Muskie School of Public Service and the School of Social Work. In July 2011, Dr. Joseph McDonnell joined USM as the Dean of CMHS and continued reorganization work to foster a college structure that balanced the unique identity of each school with college-wide management.

In September 2011, the School of Education and Human Development reorganized itself from three to five departments. At this time, pathways to initial special education certification, previously integrated into the ETEP/TEAMS program, moved from the Teacher Education Department (TED) into the newly created department of Educational Psychology and Exceptionality (EPE) and were redesigned into the Teaching Students with Disabilities strands of the Masters of Science Special Education degree. With this move, new course sequences were designed leading to certification for teachers of students with mild/moderate disabilities as well as certification for teachers of students with severe/profound disabilities. Furthermore, the existing Unified ETEP pathways leading to dual special and general education certification are now shared by two departments while the final cohorts of students in the Unified ETEP pathways were taught out (2011-2013, 2012-2014).

Over the 2011-2012 academic year, new undergraduate pathways to general education teacher certification were developed and added to the existing options in Art Education, Music Education, Arts and Humanities, Applied Natural Sciences, and Secondary Mathematics. Designed to be completed entirely at the undergraduate level, the new pathways now exist in the English, Biology, Chemistry, Environmental Science, Geography-Anthropology, GeoSciences,

History and Political Science, and Modern and Classical Languages Departments. A new self-designed, K-8, STEM major has also been developed. As of September 2012, admissions into the TEAMS pathway was discontinued and undergraduate students are now able to pursue K-8 or 7-12 certification in majors listed above (art, music, and foreign language is a K-12 certification), which are housed in the College of Arts, Humanities, and Social Sciences (CAHS); the College of Science, Technology, and Health (CSTH); and Lewiston-Auburn College (LAC). Students began their progress in these pathways during the 2012-2013 academic year. Improvements of these new Teacher Certification pathways are the expansion of 7-12 certification areas offered at USM and the content area majors acquired by graduates.

In October 2013, the School of Education and Human Development reorganized itself again into a faculty-of-the-whole with one Faculty Chair. In November, 2013, a Leadership Team was established to lead the school through restructuring and to establish and refine management systems for the 2014-2015 academic year. The Leadership Team is made up of the Associate Dean/Director of Educator Preparation, Faculty Chair, Chair of the Curriculum Committee, Chair of the Peer Committee, Director of the Southern Maine Partnership, CMHS Director of Student Affairs, CMHS Director of Administration and program coordinators.

Current Unit Structure, Management, and Programs

The Office of Educator Preparation (OEP) was established in January, 2012, to build and provide unit-wide infrastructure for field placement coordination, certification recommendations, data management, and accreditation and program review. The OEP also collaborates with programs, pathways, and departments in SEHD and across the University for student advising and support. The Director of Educator Preparation, a placement coordinator/certification officer, and a data manager staff the OEP. The Director of Educator Preparation has overall administrative responsibility for the professional education programs and pathways and serves as the chair of the Professional Education Council (PEC). Placement coordination involves close collaboration with programs and pathways, reaching out to partner districts to assess mentor capacity, and direct work with district personnel, cohort coordinators, and students to make placements. OEP's placement coordinator and data manager orient mentors to USM's Human Resource system, the Tk20 assessment system, and manage payment of mentor stipends. Students submit an application for certification recommendation at the end of their program and USM's certification officer compiles data from MaineStreet, Tk20, and Educational Testing Service and processes recommendations with USM's registrar. In addition to these placement and recommendation management tasks OEP staff orient students to their necessary steps through trainings and presentations and provide technical assistance as needed.

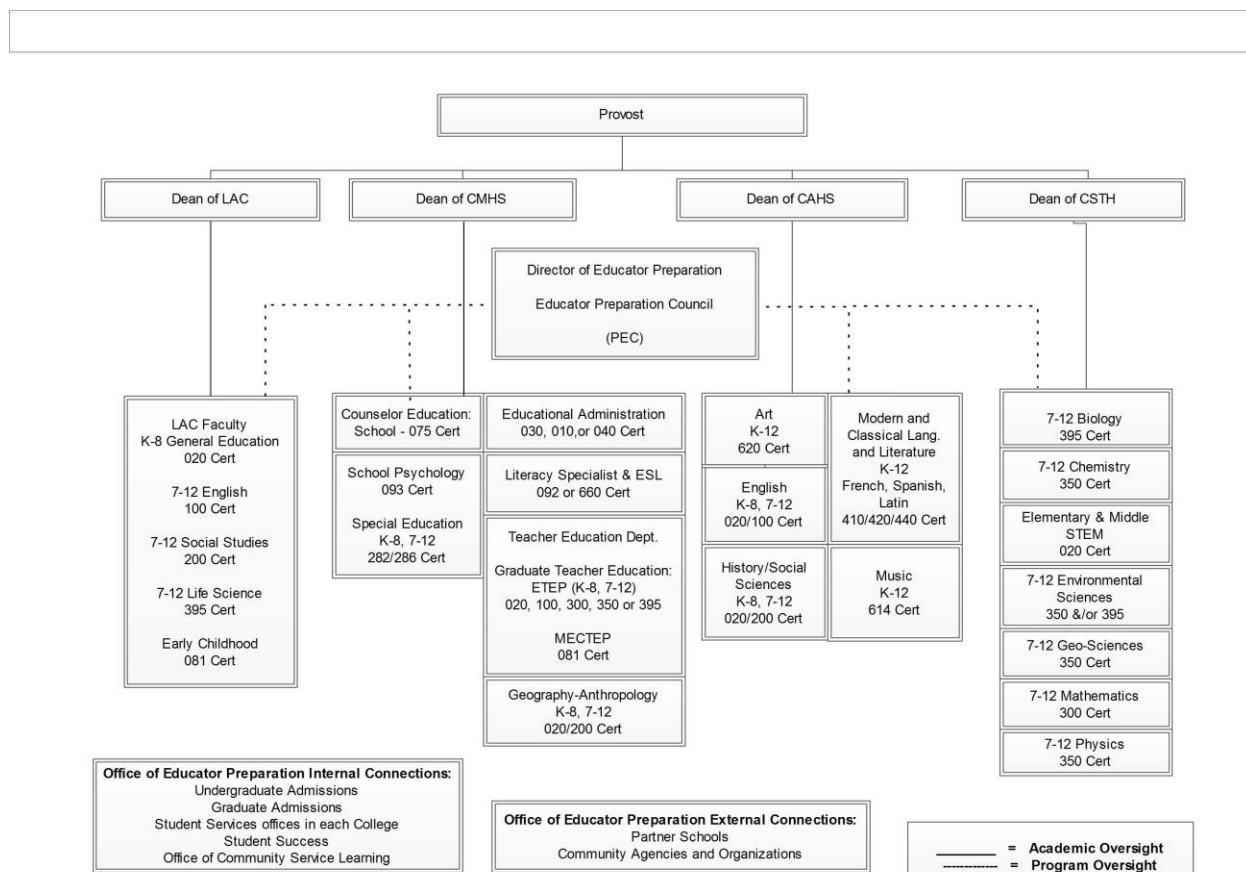
Leadership of the Educator Preparation Unit is shared by the Director of Educator Preparation, the Department Chair, and/or the coordinators responsible for the delivery of each program. The Chair and coordinators work in collaboration with the Director of Educator Preparation for administrative functions. The Director facilitates data collection and reporting; serves as the liaison to the state's Department of Education and the State Board of Education as well as the University of Maine System and other state and national organizations. The Chair has primary responsibility for supporting and coordinating personnel actions, coordinating faculty loads and scheduling, coordinating student affairs, and allocating departmental resources. The pathway coordinators are responsible for the development, implementation, and evaluation of each

pathway. All serve as liaisons with other colleges, departments, and offices, and district and school partners.

There are 5 initial and continuing teacher preparation programs and pathways at USM. Together, these programs and pathways constitute the USM professional education unit. They are:

- The Initial Teacher Certification Program, pathways include:
 - Art Education
 - Early Childhood at LAC
 - Extended Teacher Education Program
 - Montessori Early Childhood Teacher Education
 - Music Education
 - Special Education
 - Undergraduate Pathways including those at Portland/Gorham and LAC
- Counselor Education Program
- Educational Leadership Program
- Literacy Education Program
- School Psychology

Figure 1 Displays the current programs and pathways and their relationship to the Colleges, the Unit, and the University.



The Initial Teacher Certification Program is concurrently seeking national accreditation from the Teacher Education Accreditation Council (TEAC). In accordance with the state agreement with TEAC, the Program's Inquiry Brief and associated appendices submitted to TEAC serve as documentation for state approval. Those materials are included in a separate document and may be found in the electronic document room (The electronic document room is currently under construction and will be completed as of August 22nd). The Art Education Program is currently accredited by National Association of Schools of Art and Design (NASAD). Counselor Education is currently accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Montessori Early Childhood Teacher Education Program is seeking re-accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The Music Education program is currently accredited by the National Association of Schools of Music (NASM). (Documentation of these accreditations are in the electronic document room.) Two new not previously state approved programs are included in this document. They are the Early Childhood concentration in the Social and Behavioral Science degree at LAC and the teacher certification concentrations of the Humanities and Natural and Applied Sciences at LAC.

Unit Conceptual Framework

Through a series of college retreats and faculty meetings in 2006-2008, the College of Education and Human Development (now School of Education and Human Development) crafted and adopted the following conceptual framework, consisting of a mission statement, set of core values, and associated references. In reviewing and reflecting on the conceptual framework in

2012-2013, it became apparent that these commitments still apply to the unit and its initial and advanced educator preparation programs. Since the last state program approval visit in March 2009, initial teacher education programs have adopted the INTASC standards, and advanced programs continue to operate from their discipline-specific standards. Attached please find a matrix with the relevant standards mapped onto the unit core commitments (In the Approved Conceptual Framework). The following updated Conceptual Framework was approved by the PEC on May 17, 2013.

Mission

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Commitments

We share the following commitments:

- ***Democracy*** – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
- ***Civility and Caring*** – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
- ***Equity and Diversity*** – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
- ***Social Justice*** – to speak for and empower people who are disenfranchised and work towards a more just society.
- ***Ethical practice*** – to engage in and insist on the highest level of professional practice.
- ***Scholarship*** – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
- ***Professional Learning and Continuous Improvement*** – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

References for texts that inform our conceptual framework can be found at the end of this document.

Unit Governance

On May 17, 2013, the Professional Education Council (PEC) approved the Unit Governance Document. Members of a sub-committee, who represented the USM colleges with educator

preparation programs and both initial and advanced programs and pathways, drafted this governance document. The PEC gave all programs and pathways opportunities for discussion, feedback and edits to the document prior to approval.

The USM Professional Education Council (PEC) is the officially recognized administrative unit for all initial and advanced educator preparation programs and pathways in the four colleges of the University of Southern Maine. The governance document establishes and clarifies the roles and responsibilities of the Director of Professional Education, the Deans, faculty leaders, councils, and committees for creating consistent operations and maintaining high quality programming and accountability procedures for educator preparation at the University.

As required by Maine's Chapter 114, all educator preparation programs must be governed within a single unit. The Professional Education Council serves this function and is the entity charged by the university with unit accountability related to the management and coordination of all programs offered for initial, advanced, and continuing preparation of educators and other PK-12 personnel, regardless of where these programs are administratively housed. The PEC serves to forge connections between the multiple programs and pathways among the four colleges at USM. The PEC has three major purposes: (a) to promote accountability and consistency across all programs and pathways vis-a-vis the conceptual framework, the assessment system, and the capacity of the unit and its component parts to carry out all programs and pathways with integrity and high standards; (b) to review and approve policies and procedures, major curriculum changes, and evaluation studies related to initial and advanced educator certification and continuing preparation of educators and other PK-12 personnel at the University of Southern Maine; and (c) to provide a forum for communication and coordination between and among initial and advanced programs leading to professional credentials for PK-12 schools. Chaired by the Director of Education Preparation, the Council is composed of the faculty coordinators for each program or pathway and administrators from each college having educator preparation programs. The Council meets as needed but at least three times annually.

The Governance Document of the PEC outlines the council's membership and voting rights, leadership, responsibilities, and procedures. The document describes the curriculum decision making process within the Educator Preparation Unit and accounts for distinctions in curriculum development and approval across the University. Primary authority for curriculum decisions rests in the academic programs for program-specific standards, content, instruction, and unique assessments. The PEC maintains authority for curriculum decisions related to accreditation and educator preparation program/pathway approval requirements, shared assessments, unit accountability and reporting systems, uniform policies and procedures, uniform fees, and coordinated/inter-program course delivery. The governance of the Unit is discussed more fully in the chapter on Standard 6 of this report.

Unit Assessment

Culminating a year's worth of work, the Professional Education Council (PEC) approved the unit's Comprehensive Assessment and Evaluation Plan on May 17, 2013. Similar to the development of the Governance Document, Members of a sub-committee, who represented the USM colleges with educator preparation programs and both initial and advanced programs and pathways, drafted the Assessment and Evaluation Plan. The PEC gave all programs and pathways opportunities for discussion, feedback and edits to the document prior to approval.

The Comprehensive Assessment and Evaluation Plan systemically collects, organizes, interprets, and applies a wide range of assessment and evaluation information. The primary purposes of this plan are (a) data-based decision-making, (b) program evaluation, and (c) communication of outcomes and efficacy with internal and external stakeholders. The Unit's Conceptual Framework guides the design and implementation of the plan.

This plan distinguishes between assessment and evaluation thus: assessment is the collection of qualitative and quantitative data that assists in the evaluation process and evaluation is the use of data to make judgments and decisions. Evaluative judgments are made based on a range and depth of formative and summative assessment data and a sound process for synthesizing, analyzing, and interpreting those data.

The Unit engages in evaluation activities on a continuous and systematic basis. Every five years, the Unit will review current and emerging needs and issues facing its professional programs, reflect on whether its Conceptual Framework addresses these needs and issues, and generate new initiatives to sharpen and realize its vision and purpose for the next five years. This Comprehensive Program Review will be based on national standards and current/emerging scholarly paradigms that inform the content and expectations for graduating professionals. Consequently, the Unit will systematically review the curricula, course descriptions and outcomes, class sizes, and teaching methods of all its programs and pathways in order to deliver them effectively and efficiently.

The assessment plan applies to all programs and pathways in the Unit and is inclusive of each program and pathway's specific assessment framework. This plan aligns with USM's Academic Program Review procedures. This plan addresses the two primary elements of aspects of Unit accountability: (a) candidate progress and performance and (b) unit operations and effectiveness. These elements are fully discussed in the Chapter on Standard 2 in this report.

STANDARD 1: CANDIDATE PERFORMANCE AND PROGRAM DELIVERY

All programs and pathways in USM's Educator Preparation Unit adhere to state and professional candidate standards and course delivery standards, as required by Maine Chapter 114, and in accordance to the requirements specified in Maine's Chapter 115. The curriculum in our programs and pathways is informed by the standards and guidelines of the respective professional societies, both for initial and advanced programs. Related materials such as rubrics, protocols, product descriptors, etc. are available in the electronic document room. Student work samples from each program/pathway will be provided during the team visit. This chapter will (a) describe the unit-wide structures for candidate performance and program and course delivery and program specific features, (b) outline our appraisal of current programs, and (c) list projections for actions and directions to be accomplished in the near future.

Unit Description

As outlined in the introduction the Office of Educator Preparation has put into place unit-wide structures to ensure the delivery of the individual programs and pathways. Across the unit we have structures and practices in place for advising (pre and post-matriculation), degree progress, course delivery, field experience implementation, candidate performance, and certification recommendation.

The major unit-wide tool to accomplish many of these functions is Tk20, which was adopted in 2012. This web-based program and assessment management system was implemented by the Office of Educator Preparation in order to create a comprehensive data management system for the entire unit. Tk20 has the capacity to integrate MaineStreet data; track student progress through Transition Points from admission to program/degree completion and post-graduation follow-up; and collect not simply assessment data, but the associate evidence of student performance on professional standards. Furthermore, Tk20 has the flexibility to create common, consistent structures while allowing for program and pathway uniqueness.

The Office of Educator Preparation worked with the Tk20 company for initial setup spring semester of 2012. The 2012-2013 academic year was a pilot year in which Counselor Education, ETEP, and Special Education built initial features of their assessment system in Tk20 and a set number of students in these programs were issued free accounts. The 2012-2013 year also saw initial creation of Tk20 elements for "Phase Two" programs (Art, Educational Leadership, Literacy, Music, School Psychology, and the Undergraduate Teacher Education pathways). These programs created admissions processes, assessment matrices, transition point templates, and standards review processes. Language was included in the 2013-2014 catalog requiring students in all OEP programs and pathways to subscribe to Tk20. The three major consistent components being implemented in Tk20 across the programs and pathways are (1) program admissions review, (2) tracking of student progress through program-specific transition points, (3) standards documentation and review. Some programs are also using Tk20 for key assessments as well. These will be discussed more fully in the chapter on Standard 2.

Advising

Advising across the unit varies across undergraduate and graduate levels. The CMHS Student

Affairs office in Gorham has primary responsibility for pre-matriculation advising and information. The office employs one full-time advisor who conducts pre-matriculation advising for students entering teacher certification programs and pathways. Each graduate program in the unit also has a Student Affairs staff member assigned to it. These individuals conduct pre-matriculation advising, coordinate program and pathway information sessions to recruit students, and liaise with program faculty. At the undergraduate level, students matriculate to the University and either formally declare their major upon admission or declare a major once at USM. Undergraduates have access to advising services in their own college's Student Affairs office, CMHS Student Affairs office, USM's Student Success Offices, and major advisors. During their first year at USM, undergraduate students then submit a Tk20 application to formally declare their teacher certification pathway. The Gorham Student Affairs Office coordinates communication for students, Student Success, and major advisors. Advising for graduate programs in the unit is the responsibility of assigned faculty advisors and program coordinators once a student has matriculated. Unit-wide communication for advising is coordinated by the Gorham Student Affairs Office with program coordinators. (See the electronic exhibit room for program and pathway specific advising tools and documents.)

Tools to assist faculty and staff in advising are Advising Notes in Tk20 and Mainstreet. Both are relatively new tools to the unit. Tk20 advising notes are part of each student's account and can be accessed and added to by anyone with faculty or advisor privileges. Because MaineStreet is the ultimate source for information related to degree progress for all students in the University of Maine System, there is a reminder in Tk20 that any advising note that refers to adjustments or changes to a student's course of study also needs to be entered into MaineStreet. Advising notes in Mainstreet are also a relatively new function and advisors must first complete and pass an online tutorial through which they become familiar with the allowable content and form of notes.

Degree Progress and Candidate Performance

A feature of Tk20 is the Transition Points function. These benchmarks have been configured by each program and pathway to ensure that students are aware of and can be successfully tracked through the phases and steps of their course of study. During summer 2013 each program worked with unit head to define their Transition Points Template. The steps typically included admission, entry into practicum and/or internship, certification recommendation, and program completion. Some programs have more finely grained distinctions. Also defined were the criteria for successful completion of each step according to program/pathway criteria. Transition Points can be used by unit administrators and advisors alike. Furthermore, students can see current Transition Point information on the home page of their Tk20 account. In developing their Transition Points templates, program and pathway faculty ensured that performance objectives are articulated within a scope and sequence so students are adequately prepared for the next level of study. This can be seen in the Transition Point step criteria that include successful completion of specified courses and assessments. (See electronic exhibit room for a complete collection of program and pathway Transition Points outlines.)

At the undergraduate level, students apply to the university through the UMS common application process and are admitted to their declared major. For students who are in an undergraduate pathway that is a concentration within a major there is a declaration application process completed before the student reaches 30 credits in his or her degree.

At the graduate level SEHD coordinates admission with the help of both Graduate Admissions and the SEHD office of Student Affairs. Admission applications and deadlines

Candidates' progress is evaluated using course-based and program/pathway assessments that are aligned with national and state professional standards. (See electronic exhibit room for matrices of courses to professional standards.) Candidate performance is managed and monitored through Tk20. Programs and pathways have developed performance assessment plans that are specific to their needs and worked closely with the unit head and Tk20 unit administrator to configure the system accordingly. Each program or pathway in the Unit collects candidate assessment data at admissions, through key transition points, evidence of practice in the field, and professional standards-based evidence at program completion. The overall design and implementation of candidate performance assessment is described in the chapter for Standard 2: Assessment System and Unit Evaluation.

Course Delivery

All of our programs and pathways employ quality standards for course delivery in face-to-face, hybrid/blended, and online modes. All of our courses are designed and delivered with academic requirements that ensure our candidates acquire the necessary skills, knowledge, and abilities to become an effective or more effective educator. Within the SEHD curriculum approval process we call these requirements "course outcomes" and they are specified on each course blueprint (See electronic exhibit room for blueprints and syllabi). Blueprints are the mechanism that we use to ensure that student performance objectives are clearly stated and have equivalent expectations for same courses whether delivered by a face-to-face, hybrid/blended or in an online format. The blueprints guide faculty in the creation of their individual syllabus to ensure consistency across all sections of any given course.

Syllabi are the mechanism by which the overall design and expectations of each course are made clear to students at the beginning of, if not prior to, the course. In the syllabus, the instructor makes clear how assignments and artifacts of student work are consistent with course activities and resources. The syllabus also clarified how topics, assignments, and artifacts are sequenced, varied, and appropriate to the desired performance outcomes for the course. The instructor also specified required course materials and their alignment with activities, assignments, and assessment. All syllabi must include the instructor's grading policy for the course and his/her criteria regarding how students are to be evaluated. These policies and assignment of final grades must also align with policies articulated in the USM Graduate and Undergraduate Catalog.

Our courses meet the state's new standards for Face-To-Face, Hybrid/Blended, Online, and Dual Method Courses in the following ways. To facilitate course design considerations every course approved by the SEHD curriculum committee is required to have a blueprint that specifies pre-requisites for students (courses approved by curriculum committees in outside SEHD (e.g., USM CORE, LAC, CSTH) do not have blueprints). When the course is approved, these are communicated to the registrar and students are informed when they register through MaineStreet. When teaching courses, all instructors are required to supply students with a syllabus that communicates how and where to access materials and resources, classroom expectations (academic and interpersonal), and how to save and submit artifacts. In face-to-face and blended

courses, students typically receive the syllabus during the first session. When a course is delivered in an online format, the instructor uses Blackboard or Mainstreet email functions to send a welcome letter to students at least one week prior to the start of classes. This letter communicates course expectations and how/where to access materials.

USM uses Blackboard as its course management system. As soon as a course and instructor is posted on the schedule in Mainstreet, a course page is created for the instructor. Instructors are responsible for setting up the content and organization of their own course Blackboard site, but extensive assistance is available through USM's Center for Technology Enhanced Learning (CTEL). CTEL supports the efforts of faculty, departments, and programs who want to develop online and blended programs and courses. Faculty can get initial consultation, course development assistance, instructional design, technical help, and support for course delivery at CTEL. At USM CTEL is responsible for Blackboard faculty support, course design support, distance library service, online and web conferencing services, and online student services and support with the learning technology at USM.

CTEL also has funding to support teaching and learning initiatives. First, up to \$1,500 per faculty, per academic year is available for purchase of hardware, software, and other resources to support teaching and learning initiatives. Faculty teaching classes in face-to-face, blended, and online formats are encouraged to apply. Second, the Course Design Grant program is open to online courses that are not part of USM's Online programs. The goal of this competitive grant program is to encourage innovation in course design in academic programs across the University. A review committee will review all proposals. Up to four proposals will be funded per semester. Support includes opportunity to collaborate with a CTEL learning designer and a stipend of \$2,000. Third, the Course Design Incentive program is available to required online courses in USM's Online programs that are developed in partnership with the Division of Professional and Continuing Education. Support includes opportunity to collaborate with a CTEL learning designer and a stipend of \$2,000. Finally, up to four awards per semester (Fall and Spring) will be granted to faculty traveling to academic conferences to present papers related to teaching and learning. Faculty teaching classes in face-to-face, blended, and online formats are encouraged to apply. Reward amount is limited to \$1,500 per proposal and faculty per academic year. Award money can be used to cover conference registration, airfare, and lodging for the duration of the conference. Award recipients are required to present their work at a CTEL Speaker Series event.

The unit prides itself on the quality of its instructors and their interactions with students. Charged with the preparation of future educators and the professional development of current educators, our instructors themselves must demonstrate high standards of teaching. See Standard 5 for Faculty qualifications. Programs and pathways, in consultation with the Chair and Dean, determine the match between instructors' expertise and the content area for which they are responsible. Part-time instructors are reviewed and approved at the program level prior to a contract being issued. Their performance is reviewed by the Chair on a regular basis using course evaluations and student feedback.

USM has a university-wide course evaluation system that the Unit engages in and which provides feedback on course delivery from the student perspective across all programs, pathways, and colleges. All faculty are held to the same standards and the same course

evaluation forms are used for face-to-face, online, hybrid/blended, and dual methods courses. The USM course evaluation form assesses the instructor's content expertise, relevance and real world connections, monitoring of student work and feedback, the facilitation of interpersonal communication and intellectual development in the classroom community, and the over all quality of the course and instructor. (See evidence room for the USM course evaluation forms, a matrix of standard indicators to course evaluation form items and summaries of data.)

In past years online courses and face-to-face courses were evaluated using different forms. Face-to-face courses used a form called SIR II (5-point likert scale with 5 strong agreement). Online courses used a different course evaluation form that had been in place prior to SIR II (5-point likert scale with 1 representing strong agreement). In fall 2013 USM adopted an electronic course evaluation (ECE) system, which will utilize the same form and process for all courses across the university. USM's Office of Institutional Assessment is in the process of integrating the new (ECE) data into data from the previous system. Therefore, we have analyzed course evaluation data from courses taught in the Unit during the 2012-2013 academic year in order to establish the extent to which the Unit meets the course delivery standards articulated in Chapter 114.

Three analyses were conducted. First, course evaluation data from all face-to-face courses and a sample of online courses from 2012-2013, were examined as they relate to Chapter 114 course delivery standards and indicators. Second, for indicators best evaluated through close, qualitative analysis of syllabi, a sample of 11 randomly selected syllabi across the programs and pathways were examined for these indicators. The course syllabi chosen for this analysis are listed below in Table 1.1. Third, analysis of a sample of online course evaluation data was conducted on Chapter 114 standards and indicators that refer only to online courses. For our analysis of online course evaluation data, we selected a sample of courses offered fall 2012 and spring 2013 from each program. Data from these analyses can be found in Tables 1.2 and 1.3.

Table 1.1: Course Syllabi for Content Analysis

Course Number	Course Name	Program/pathway
AED 321	Principles and Procedures in Art Education	Art Education
ECE 510	Practical Application of the Montessori Methods for Students with Exceptionalities	Montessori
EDU 305	Foundations of Cultural and Linguistic Diversity	Undergraduate Pathways
EDU 639	Practicum in Literacy	Literacy Education
EDU 644	Professional Internship in Elementary Education	ETEP
EDU 685	Internship in School Administration	Ed. Leadership
HCE 690	Individual Counseling Practicum Seminar	Counselor Education
LAE 405	Teaching Mathematics, K-8	LAE Teacher Certification Concentrations

MUE 1/2/350	ProSeminar	Music Education
SED 615	Positive Behavior Interventions and Supports	Special Education
SPY 693	School Psychology Practicum I	School Psychology

Table 1.2: USM Educator Preparation Unit's Performance on Course Delivery Standards and Indicators for Face-To-Face (F2F) and Online Courses (OL), 2012-2013

Course Delivery Standard • Indicator	Measure	F2F Mean (SD)	OL Mean (SD)
Course Design			
• Overall design and expectation of course is made clear at beginning and Students informed to access course materials and resources	F2F SIR II #1. Explanation of Course Requirements	4.40 (.83)	
	OL #2 Clear Objectives		1.63 (.36)
• Students informed of etiquette expectation with tech communication	Syllabi analysis	NA	NA
• Student informed of importance of back up artifacts	Syllabi analysis	NA	NA
Curriculum/Learning Objectives			
• Student performance objectives clearly stated	F2F SIR II #1. Explanation of Course Requirements	4.40 (.83)	
	OL #2 Clear Objectives		1.63 (.36)
• Performance objectives aligned with state standards	Syllabi analysis	NA	NA
• Performance objectives articulated to prepare students for next level of study	F2F SIR II #9. Challenging questions or problems	4.39 (.80)	
	OL #16 Develop sig. skills in field		1.80 (.54)
	OL #21 Intellectual discipline		1.94 (.41)
Assessments			
• Assignments and artifacts are consistent in student work and course activities	F2F SIR II: #18 exams cover important aspects	4.44 (.82)	
	F2F SIR II: #21 assignments helpful	4.36 (.81)	

	OL # 19: Students required to apply concepts		1.44 (.24)
<ul style="list-style-type: none"> Grading policy is clearly stated and Criteria regarding student evaluation is clearly stated 	F2F SIR II: #16 info on grading	4.34 (.94)	
	OL #25: Expected on tests and assign.		1.80 (.53)
Instructional Materials			
<ul style="list-style-type: none"> Instructional materials are current and appropriately chosen and Materials have sufficient depth and meet state standards 	F2F SIR II: #3 instructor command of subject matter?	4.67 (.66)	
	OL #11: Confidence in knowledge of subj.		1.51 (.34)
<ul style="list-style-type: none"> Materials are appropriate reading level, bias free and properly cited 	Syllabi Analysis	NA	NA
<ul style="list-style-type: none"> Students understand relationship between materials and activities 	F2F SIR II: #8 use of examples or illustrations?	4.50 (.75)	
	OL #10: Freq. use of examples		1.72 (.39)
Instructor Quality and Interactions			
<ul style="list-style-type: none"> Instructor has expertise in content area being taught 	F2F SIR II: #3 instructor command of subject matter?	4.67 (.66)	
	OL #11: Confidence in knowledge of subj.		1.51 (.34)
<ul style="list-style-type: none"> Instructor provides connections in course content and other curricular areas 	Syllabi Analysis	NA	NA
<ul style="list-style-type: none"> Instructor monitors student work and Instructor provides timely feedback, guidance and direction 	F2F SIR II: #11 helpful and responsive	4.57 (.73)	
	F2F SIR II: #14 Available	4.53 (.74)	
	F2F SIR II: #19 comments on assign. and exams	4.32 (.88)	

	OL #23 Prompt return assignments and tests		1.73 (.42)
• Instructor utilizes effective strategies	F2F SIR II: #4 Use of class time	4.24 (.96)	
	OL #4 Clearly presented ideas and theories		1.86 (.33)
	OL #7 Orderly and logical presentation		1.76 (.24)
	OL #17 Pace materials covered		3.36 (.27)
• Instructor uses supportive inquiry, analysis and synthesis of content	SIR II: #9 challenging questions or problems	4.39 (.80)	
	SIR II: #5 Summary/emphasis important points	4.42 (.83)	
	SIR II: #8 use of examples or illustrations	4.50 (.75)	
	OL #16 Develop sig. skills in field		1.80 (.54)
	OL #21 Intellectual discipline		1.94 (.41)
• Instructor has meaningful interactions with and among students for personal development	F2F SIR II: #13 concern	4.60 (.69)	
	F2F SIR II: #12 respect	4.76 (.58)	
	F2F SIR II: #15 willing to listen	4.70 (.63)	
	OL #8: Open to other viewpoints		1.49 (.35)
	OL #9: Respect		1.72 (.27)
	OL #12: Concern		1.80 (.27)
• Instructor uses course materials to motivate students and foster intellectual commitment	F2F SIR II: #10	4.72	

	enthusiasm for course material	(.61)	
	OL #3: Enthusiasm for course material		1.47 (.34)
<ul style="list-style-type: none"> Students know what to expect from their instructor 	F2F SIR II: #1 explanation of course requirements	4.40 (.83)	
	OL #2 Clear Objectives		1.63 (.36)
<ul style="list-style-type: none"> Students know what kind of interaction is expected from them 	F2F SIR II: #12 respect	4.76 (.58)	
	OL #9: Respect		1.72 (.27)

In Table 1.2 above we can see that Unit instructors of face-to-face courses consistently score in the effective to very effective range with the lowest mean rating is 4.24 for use of class time. The highest overall mean instructor ratings are for the instructors' respect for students (4.76), the instructors' enthusiasm for the course material (4.72), the instructors' willingness to listen to students (4.70), and the instructors' command of the subject matter (4.67). These ratings indicate that our students feel the Unit's instructors are student-focused and experts in their fields.

Table 1.2 also shows that Unit instructors of online courses consistently score in the effective to very effective range with the only exception being a mean of 3.36 for the pace at which material is covered. The lowest (most positive) mean instructor ratings are for students required to apply concepts (1.44), the instructors' enthusiasm for the course material (1.47), the instructors' openness to other viewpoints (1.49), the instructors' command of the subject matter (1.51), and the clarity of course objectives (1.63). While there is not one-to-one correspondence between the online evaluation and face-to-face results, generally, ratings for instructors of online courses indicate the expertise of the instructor and his or her openness to students.

Our analysis of the 11 syllabi revealed that 6 (55%) included explicit reference to electronic communications, expectations, and support for students in their communication with technology. None of the syllabi made specific reference to the importance backing up artifacts. Nevertheless, all of syllabi required submission of assignments, journals, data, etc. in electronic form. Five of the 11 syllabi (45%) explicitly aligned course performance objectives with state and national standards and all syllabi referred to USM conceptual framework. It is also important to note that four of the six syllabi that did not specifically align objectives to state standard were for practicum or internship courses in which students are expected to demonstrate a wide range of performances related to their respective professional standards. Finally, all syllabi listed course outcomes, which had connections to other curriculum areas embedded in them.

Table 1.3: USM Educator Preparation Unit's Performance on Online Courses, 2012-2013

Indicator	Measure	Mean	SD
Instructor engages and involves students in online environment	Online eval. Form #5: How much were students encouraged to think for themselves?	1.44	.26
	Online eval. Form #14: Were class meetings profitable and worth attending?	1.91	.44
	Online eval. Form #16: Did you develop significant skills in the field as a result of taking this course?	1.80	.54
	Online eval. Form #19: Were students required to apply concepts to demonstrate understanding?	1.44	.24
	Online eval. Form #21: How much intellectual discipline was required for this course?	1.94	.54
Instructor has appropriate use of online "voice"	Online eval. Form #8: How open was the instructor to other viewpoints?	1.49	.35
	Online eval. Form #9: Did the instructor show respect for the questions and opinions of the students?	1.40	.27
	Online eval. Form #12: How genuinely concerned was the instructor with the students' progress?	1.80	.27
Instructor is trained in use of technology: <ul style="list-style-type: none"> SEHD Course Evaluation Supplemental Question #48: How effectively did the course use technology to support teaching and learning? SEHD Course Evaluation Supplemental Question #49: How effectively did the course promote uses of technology to plan and design learning environment and experiences, and/or to enhance professional practice? 	Not assessed with online course evaluation form	*	*
	Not assessed with online course evaluation form	*	*
Instructor is able to assess support systems available to students	Not able to be assessed	*	*

Analysis of how our online courses address standards and indicators for online instruction articulated in Chapter 114 indicates that our students find the courses engaging and student-centered voice in online teaching (Table 1.3). The student-centeredness of online instructors is encouraging as this is an indication that Unit instructors convey this in person as well as in online venues. In addition to these items, the SEHD includes two items that ask students to rate the instructors' effective use of technology and the degree to which the course promoted uses of technology. Unfortunately, these two items are not included in the online course evaluation form previously used by USM. In the new ECE system, however, there are opportunities to add Unit, department, and instructor specific items. Finally, as in the case of the face-to-face we did not find any data that directly measured instructors' ability to assess support systems available to students.

Field Experiences

The Office of Educator Preparation is the home to the unit's Field Placement coordinator. This individual serves all program and pathways in the unit working with faculty and students in various ways and according to particular needs. The overall design and implementation of field placements for the unit are describe in Standard 3: Field Experience and Clinical Practices.

Certification Recommendation

The final step through our educator preparation programs is the certification recommendation process. This is managed and implemented by OEP's certification officer. The general process is that students apply for their certification recommendation through Tk20. The certification officer then confirms credit, course (including practicum and/or internship), and program completion as well as successful passing of required state tests. The certification officer then communicates the certification recommendation to the registrar who puts the appropriate comment on the student's transcript.

In order to inform students about this process, our certification officer holds informational sessions early each spring semester. These sessions are digitally recorded and posted on the OEP web site. The step-by-step process is also posted on the OEP web site.

To date, this process is only consistently implemented for initial teacher certification programs and pathways (Art Ed., ETEP, Music Ed., Special Ed., and Undergraduate Pathways). Students in School Psychology and Counselor Education receive the appropriate comment on their transcript by the registrar. Currently students completing the requirements for credentials through the Educational Leadership and Literacy Education program do not receive a comment on their transcripts, but rather proceed to the state Department of Education for transcript audit. Finally, students completing programs and pathways initiated since our 2009 state approval visit (teacher certification concentrations at LAC, Early Childhood Education at LAC, and Montessori Early Childhood Teacher Education Program) proceed to the Department of Education for transcript audit. Our expectation is that all candidates in existing programs and new programs that receive state approval will use the certification recommendation process going forward.

Employment Outcomes and Program Follow-up

Each October, the initial teacher certification programs conduct an employment snap shot of

students who graduated in the previous May. These data are gathered by the cohort coordinators (See TEAC Inquiry Brief).

In preparation for the 2009 and 2014 state approval visits and TEAC accreditation, the initial teacher certification programs conducted three-year follow up surveys of program completers. The programs also surveyed principals in schools where graduates have been hired. For both of these data collection efforts, see the TEAC Inquiry Brief.

In February, 2014, the PEC voted to approve the Office of Educator Preparation coordination of the following program completer data for all programs and pathways in the unit:

- Entry and Exit surveys of candidate's self-reported preparedness in his/her respective professional area
- Three-year follow up of program completers to assess program satisfaction and employment data
- Annual snap shot of employment data for completers upon graduation from their programs

Program Descriptions

Initial Certification

Program descriptions for the ETEP, Special Education, and the new Undergraduate Pathways (replaces TEAMS) are included in the TEAC Inquiry Brief and its associated Appendices.

Initial certification programs that are accredited by other entities (Art and Music Education) are described below. Pathways to initial certification that are new since our 2009 state approval visit (LAC Pathways, Early Childhood Education at LAC, and Montessori Early Childhood Teacher Education Program) are included below as well. It is anticipated that pending state approval, these new programs will be integrated into the initial teacher certification program under CAEP.

Art Education

The B.F.A. Program with a Concentration in Art Education is designed to provide comprehensive education and training through art and education studies, in-school experiences with children and expert art teachers, and intensive internships at all grade levels K-12. The art education component is a cohesive sequence of related experiences led by art department and teacher education faculty. Student teaching placements are with expert mentor teachers in southern Maine schools. The 122-credit program is designed to be completed in four years.

For those who want a BFA in art education, without a Maine K -12 state teaching license, we offer alternative student teaching experiences based within community arts, non-profit arts, and regional art organizations. Students choosing this option will complete all other coursework that is required to graduate with a BFA in art education, but will not earn a k-12 teaching license.

Goal

Students who complete the program will be both practicing artists and successful teachers of art. This requires that they have, in addition to general liberal arts and professional studies, art content studies that include a broad range of art history and studio experiences with a studio concentration. Their art education component includes understanding of human development in

art, art education curriculum theories, methods and procedures for teaching art in pre-K-12, as well as an understanding of the history of the field.

Students develop the ability to design sequential curricula meeting Maine's Learning Results which include disciplinary literacy; understanding of methods of creation, performance, and expression; creative problem solving; aesthetics and criticism; art history, integration, goal setting, careers in art, and interpersonal skills. In designing methods for learning, they attend to developmental stages, learning styles, multiple intelligences, intellectual and physical abilities, and cultural background. Students have on-site teaching experiences at the elementary and secondary levels in a variety of settings from which they formulate curriculum designs, a personal philosophy of art education, and a classroom management philosophy. Students are expected to question, analyze, evaluate, and make changes when necessary in an on-going process of personal reflection and professional growth. In doing so, they develop strategies for a life-long pursuit of learning.

Program Structure and Courses

The Bachelor of Fine Arts with a Concentration in Art Education requires 122 credit hours for graduation, which includes 29 credit hours in general academic studies; 66 credit hours in studio art, design, and art history; and 30 credit hours in professional education. One course, HRD 200J Human growth and Development, is counted in both the university core and the professional education sequence.

Course of Study

Required University Core Courses (29 credits)

General studies for the BFA-AE student includes 10 credit hours in basic competence courses consisting of 4 credit hours in English, 3 credit hours in quantitative decision making, and 3 credit hours in skills of analysis/philosophy. Nineteen credit hours in methods of inquiry/ways of knowing courses. These include 3 credit hours each of following categories: fine arts performance or history other than visual art, literature, other time/culture, human growth and development, social science, and natural science with lab.

Art Department Requirements (66 credits)

Foundation Requirements (15)

3 credits in Drawing

3 credits in 2-D Design

3 credits in 3-D Design

6 credits in Art History Survey

Students must submit a portfolio of work based on knowledge gained in the foundation courses for acceptance into the degree program.

Art History Requirements (9)

3 credits in Art History electives

3 credits in Philosophy of Arts

Art Studio Requirements and Concentration (30)

Three credits are required at the 200 level in each of the following studio areas: ceramics, design, drawing, painting, photography, printmaking, and sculpture. In addition, students are required to do concentrated study in one studio area for 9 credits.

Electives (12 credits)

Electives must be studio, design, and/or art history courses.

Professional Education (30 credits)

All art education students are required to take the following 27 credits in professional studies:

- 3 credits in Human Growth and Development
- 3 credits in Education in the US or Theoretical Foundations
- 3 credits in Practicum in Art Education
- 3 credits in Principles and Procedures in Art Education
- 3 credits in Exceptional Student in the Classroom
- 3 credits in Seminar in Art Education
- 12 credits in Student Teaching in Art Education

In addition:

- To continue in the program beyond the first course, students must respond favorably in an interview for candidacy;
- To be admitted to the student teaching sequence, students must earn passing scores (determined by the Maine Department of Education) on the Praxis I exam. Students are required to maintain a minimum 3.0 GPA in art studio, art history, and art education courses as well as a 2.5 GPA overall;
- Passing scores on Praxis II Art Content are a requirement for graduation;
- Students create an end-of-program Art Education Portfolio and presentation that addresses what they have learned in relation to the ten USM BFA-AE Teacher Certification Standards.

Students and Faculty

Currently there are approximately 50 students in the program (20 candidates, 30 majors). Students in the program include traditional college age, returning to complete a degree, and students who have a degree and come for the BFA-AE degree for certification in visual art. The following table gives demographic information on program completers each year for the past five-year period. It includes students who did not complete the degree since they were part of the cohort for that year, but it does not include them in the gender, ethnicity, or employment columns.

Table 1.4: AED Program Completers

Year	Degree Students	Other Students ¹	Gender		Ethnicity	Employment			
			M	F		Employed in field	Seeking employment in field	Not seeking employment in field	Unknown
13-14	5	0	1	10	5 C	3	2	0	0
12-13	12	0	1	11	11 C 1 H	10	2	0	0
11-12	4	0	1	3	3 C 1 H	3	0	1	0
10-11	11	1	4	7	11 C	11	0	0	0
09-10	6	0	0	6	6 C	5	1	0	0
08-09	9	0	2	7	9 C	7	1	1	0

¹ "Other students" includes non-degree students and those who did not graduate.

The single full-time faculty person for this program has the requisite terminal degree (Ph.D.) and is an artist-teacher (selected following department art education advisory panel goals) who oversees the program and budget, advises its students (approximately 50) as well as serves as advising coordinator for the department which requires additional advising of up to 150 new and transfer students, continually updates the curriculum, places and observes student teachers, maintains the art education materials, equipment, and library holdings, and maintains community arts relationships for internship placements. Her responsibility includes supervising part time faculty hired when there is an overload of students. She also maintains a formal relationship with other education programs at USM, and is the department's representative to the Professional Education Council and the Maine Department of Education.

Program/pathway Specific Candidate Performance

Teacher certification in Art Education follow the candidate performance criteria and benchmarks for all initial teacher certification outlined above in the section on the Unit description. The relationship between Unit assessment data parameters related to candidate progress and performance can be found in the electronic evidence room. Generally, admission to Art Education at USM requires an interview and portfolio review, a GPA of 3.0, content GPA review, sophomore standing or above and that the student has completed his or her art foundation courses. Prior to internship, Candidates must have successfully completed Praxis I, two Art Lab sessions along with AED 221, 321, and 421. Finally, program completion requires successful completion of Praxis II, standards review for InTASC and NETS-T, and successful completion of all program requirements.

Certification Recommendation

Certification recommendations in Art Education follow the process and criteria outlined above in the section on the Unit description.

Early Childhood Education at LAC

Goal

An interdisciplinary major combining psychology, sociology, and anthropology, with a goal of integrating the liberal arts with professional preparation, is available to USM students who are also pursuing 081 Early Childhood Certification for teachers of children birth-5 years of age.

Program Structure and Courses

Pursuing the Social and Behavioral Sciences (SBS) major with Early Childhood (EC) concentration at LAC provides the possibility for students to earn the 081 Early Childhood Education credential. In this program, students complete the SBS major and its associated requirements and the University's core curriculum requirements. In addition, students complete eight courses that have been pre-approved for 081 certification (See below). The program is designed with overlap between the major, core, and professional course in way similar to USM's other undergraduate pathways to initial certification.

The program gives students the flexibility to take courses in Lewiston/Auburn as well as Portland/Gorham. To accomplish this, LAC matriculated students take the interdisciplinary Lewiston Common Core (LCC) and Early Childhood courses with the LAE prefix, while

students matriculating into SBS with Certification on Portland and Gorham campuses select the ECE prefixed courses, along with USM Core on the Portland-Gorham campuses. The set of substitutions for SBS courses indicated below are available only to students matriculated into the SBS/EC certification program. Depending on whether students complete the LCC or USM core requirements, the major with early childhood concentration can be completed in 118 or 120 credits respectively.

The program accomplishes the requirement for the Early Childhood Teacher endorsement in the following ways:

- Earned Bachelor's degree from USM with a Social Behavioral Sciences major
- Minimum of three semester hours in each of the following liberal arts:
 - English: LCC 110/111 College Writing
 - Math: LCC 150 Stats for Informed Decisions
 - Science: LCC 130 or LCC 230 The Biology of Human Health w/ Lab or Environmental Science, Policy, and Sustainability w/ Lab
 - Social Studies: LCC 220 Origins of Democracy
- Minimum of three semester hours in each of the following areas:
 - Early Childhood Special Education*
 - Language development and early literacy: SBS 340 Language Acquisition Literacy Development
 - Children's literature: EDU 336 Children Literature
 - Numeracy for the young child*
 - Science for the young child*
 - Child development or developmental psychology: HRD/SBS 200 Multicultural Human Growth and Development and SBS 305 Child Development
 - Infant/toddler development: SBS 375 Infant Mental Health

*The curriculum approval process at LAC requires courses to be taught once with the course number SBS 399, Special Topics, prior to curriculum approval. With the exception of Science for the young child, the others have not been taught yet.

- Minimum of six semester hours in at least two of the following areas:
 - Creative arts: LCC 250 Thinking about/through Art
 - Family studies: SBS 341 Family
 - Observation of the young child
 - Assessment of the young child: SBS/SED 450 Assessing Individual Differences in Children
 - Social studies for the young child
 - Advanced child development
 - Early learning environments: SED 420 Multi-tiered systems of supports
 - Additional early literacy: SBS 340 Language Acquisition Literacy Development

Students and Faculty

As of Fall 2013, there were 203 Social and Behavioral Sciences majors, 41 of whom (close to 25%) have declared an Early Childhood Studies concentration or minor, and 8 of those are pursuing certification in Early Childhood Education through our pilot 081 program via transcript analysis. The five-year average number of graduates from the minor per year is 45, so with program approval we expect an increased number of SBS matriculated students with declared

Early Childhood Studies concentration or minor to pursue Early Childhood Teacher 081 certification as well.

There is currently one full-time faculty member at LAC with full-time responsibility in Early Childhood Education, and a second, full-time faculty member who works across teacher certification programs shares in that responsibility. SBS has a dedicated part-time faculty position for Early Childhood Education that was vacated last year and will be re-filled FY15 upon program approval. The SBS program employs an average of 2 part-time and 9 adjunct faculty members per year. The SBS faculty (7 full-time; 2 part-time) oversee curriculum, including certification tracks in human services and education, across the interdisciplinary major.

Program/pathway Specific Candidate Performance

The early childhood education concentration at LAC follows the candidate performance criteria and benchmarks for all initial teacher certification outlined above in the section on the Unit description. The relationship between Unit assessment data parameters related to candidate progress and performance can be found in the electronic evidence room. Generally, admission to early childhood education concentration at LAC requires the same declaration process as other Undergraduate Teacher Certification Pathways. Criteria for this include a GPA of 3.0, successfully completion of Praxis I, two letters of recommendation, and an essay. Prior to internship, candidates must have completed all of their LAC core requirements, including the pre-internship education requirements; continue to have a GPA of 3.0, have passed Praxis II; and go through a candidacy review process. Finally, program completion requires successful completion of all program requirements and standards review for InTASC and NETS-T.

Certification Recommendation

Given the fact that the program has not been state approved to date, the first program completers are going to the state Department of Education for transcript audit in order to receive their credential. In preparation of this, the following courses were pre-approved for the 081 endorsement by the Department of Education:

- HRD/SBS 200 Multicultural Human Growth and Development
- SBS 305 Child Development
- SBS 310 Childhood and Society
- SBS 399 Resiliency in Early Childhood
- SBS 341 Family
- EDU 336 Children Literature
- SBS 375 Infant Mental Health
- SBS/SED 450 Assessing Individual Differences in Children

With program approval, the certification recommendation process that exists for other initial teacher certification programs (described above) will be put into effect.

LAC Teacher Certification Pathways

Goal

USM's Lewiston-Auburn College's bachelor degrees in Arts and Humanities and Natural and Applied Sciences integrate courses in the degree programs with education courses that provide

the knowledge and skills needed for K-8 and Secondary teacher certification. Those who want to teach at the elementary level or secondary science, English or social studies are prime candidates for these majors.

Students in these programs acquire classroom-based teaching skills from the very beginning of their study, as coursework combines practical field-based experiences with an understanding of teaching philosophies, history, and methods. Courses also provide the content knowledge necessary for certification and may be taken by either full-time or part-time students.

Program Structure and Courses

There are six teacher certification concentrations at LAC: K-8 General Elementary with Arts and Humanities Major, K-8 General Elementary with Natural and Applied Sciences, Secondary English, Secondary Social Studies, Secondary Dual English and Social Studies, and Secondary Life Sciences. All of these pathways are structured to mirror the undergraduate pathways at Portland/Gorham and include four major tenets: a major in a content area taught in K-12 schools, the USM core curriculum, professional courses with field work through out the course sequence, and the professional year. The USM and LAC core curricula have been articulated across majors and campuses so that students can take courses on any campus and opportunities exist for integration of students into classes and cohorts, especially in their final professional year. This integration is designed to create professional learning communities that mirror the cross-content and grade level communities that exist in schools.

The common and articulated elements of the LAC programs are displayed in Table 1.5 below. The recommended order of the course sequences can be found in the evidence room. Note that “aligns with” means that students at LAC can take either the LAE or EDU option in their course sequence.

Table 1.5: LAC Common and Articulated Courses

Curriculum Element	General K-8 Certification	Content Specific 7-12 Certification	Articulation with Portland/Gorham
Education Courses	EDU 305 Foundations of Cultural and Linguistic Diversity	Same course	Same course
	LAE 200 Education in the US	Same course	Aligns with EDU 100
	LAE 320 Applied Skills	Same course	Aligns with EDU 451
	LAE 480 Portfolio Seminar	Same course	Aligns with EDU 452
	LAE 490 Student Teaching	Same course	Aligns with EDU 325
	MAT 242 Applied Problem Solving	Same course	
	SBS 200 Human Growth and Development	SBS 306 Adolescence	SBS 200 is cross listed with HRD 200

	SED 335 Students with Exceptionalities in General Education	Same course	Same course	
	SED 420 Multi-tiered Systems of Educational Support	Same course	Same course	
			K-8	7-12
Methods Courses	LAE 405 Teaching Math K-8		Aligns with MME 405	
	LAE 451 Teaching Social Studies K-8	**LAE 404 Teaching Social Studies in Grades 7-12/LAE 412 Internship in Social Studies 7-12	Aligns with EDU 451	Aligns with EDU 504
	LAE 452 Teaching Science K-8	LAE 401 Teaching Science in Grades 7-12/LAE 410 Internship in Science Grades 7-12	Aligns with EDU 452	Aligns with EDU 501
	LAE 465 Teaching Reading K-8	*LAE 402 Teaching English in Grades 7-12/LAE 411 Internship in English Grades 7-12	Cross-listed with EDU 465	Aligns with EDU 502
	LAE 466 Teaching Writing in K-8		Cross-listed with EDU 466	
LAC Common Core (24-25 cr hrs)	LCC 110/111 College Writing	LCC 110/111 College Writing	Aligns with ENG 100 College Writing	
	***LCC 130 Biology of Human Health OR LCC 230 Environmental Science	Same course	Aligns with Scientific Exploration USM core	
	LCC 150 Statistics for Informed Decisions	Same course	Aligns with Quantitative Reasoning USM core	
	LCC 200 Creative Critical Inquiry	Same course	Aligns with Critical and Creative Reasoning USM core	
	LCC 220 US Democracy OR LCC 320 Sustaining Democracy	Same course	Aligns with Socio-cultural Analysis USM core	

	LCC 250 Thinking about the Arts	Same course	Aligns with Creative Expression USM core
	LCC 370 Toward Global Ethics	Same course	Aligns with EISRC USM core
Cluster Courses (already counted in total above)	EDU 305 Foundations of Cultural and Linguistic Diversity	Same course	Same course Counts for Diversity/International Core requirement
	SED 335 Students with Exceptionalities in General Education	Same course	Same course Counts for Diversity Core requirement
	SED 420 Multi-tiered Systems of Educational Support	Same course	Same course

Table 1.6: Alignment of LAC Majors and Electives with Requirements for Highly Qualified

Curriculum Element	General K-8 Certification	Content Specific 7-12 Certification
Major Courses, Humanities Electives, and General Electives	<p>At least 6 credits in each of the following areas that meets the State of Maine content requirements</p> <ul style="list-style-type: none"> • English Content • Social Studies Content • Science Content • Math Content • 15 credits must be 300 level or higher • When credits are integrated in the major general elective slots are open 	<ul style="list-style-type: none"> • For the content specific endorsement at least 24 credit hours must be in the appropriate content area • It is recommended that students intending to teach at the high school level earn a total of 36 content hours by using all their elective credits • Students are encouraged to discuss with their advisor which array of content course best prepare them for the content taught in grades 7-12 • Some credits are integrated in the major and therefore open general elective slots

Students and Faculty

As of fall 2013, there were 33 Humanities majors, of which 73% were concentrating in teacher education, and 40 Applied Natural Science majors with 10% concentrating in teacher education. The first cohort to graduate from LAC's teacher education concentration completed in 2013 and consisted of 1 student. The second cohort to graduate completed in 2014 and consisted of 6 students.

There is currently one full-time faculty member at LAC with full-time responsibility in teacher education. The program does not employ any part-time or adjunct faculty members.

Program/pathway Specific Candidate Performance

Teacher certification concentrations at LAC follow the candidate performance criteria and benchmarks for all initial teacher certification outlined above in the section on the Unit description. The relationship between Unit assessment data parameters related to candidate progress and performance can be found in the electronic evidence room. Generally, admission to the teacher certification concentrations at LAC requires the same declaration process as other Undergraduate Teacher Certification Pathways. Criteria for this include a GPA of 3.0, successfully completion of Praxis I, two letters of recommendation, and an essay. Prior to internship, candidates must have completed all of their LAC core requirements, including the pre-internship education requirements; continue to have a GPA of 3.0, have passed Praxis II; and go through a candidacy review process. Finally, program completion requires successful completion of all program requirements and standards review for InTASC and NETS-T.

Certification Recommendation

Given the fact that the program has not been state approved to date, program completers are currently going to the state Department of Education for transcript audit in order to receive their credential. With program approval, however, the certification recommendation process that exists for other initial teacher certification programs (described above) will be put into effect.

Music Education

Goal

The bachelor's degree in music education prepares students for careers in PK-12 school-based music teaching. Students completing this course of study are prepared to apply for state teacher certification in Maine and other states. As the field of music education requires a broad range of skills and competencies, students are required to complete substantial work in music theory, ear training, musicology, applied music, conducting, chamber music and ensembles, in addition to music education methods courses, field work and teaching internships. The music education curriculum reflects the full range of knowledge and skills required in current practice. All students complete a nearly identical curriculum with adjustments made to reflect the unique requirements of individualized areas of applied study (vocal, instrumental, piano, or guitar) identified during the audition process.

Program Structure and Courses

Admission to the Music Education degree is based on the following criteria:

- Performance audition on the applicant's major instrument
- Tests of aural comprehension, rhythmic recitation, and sight singing administered individually by a member of the staff
- A diagnostic written test of music fundamentals, including intervals, scales, chords, and key signatures
- A brief interview with the Music Education faculty

The program is designed for completion in four years, through a rigorous and tightly organized course sequence. There are 23 courses offered in music education with additional courses in

music history, music theory and music performance. All music education majors complete the same coursework, totally 120 credit hours, in music and music education as well as supporting courses in education such as Human Growth & Development and Nature and Needs of Exceptional Learners. In addition to meeting School requirements for a major leading to a baccalaureate degree, they must also meet the University's core requirements. The university core is included in the 120 credit hours.

Music Education students are required to participate in primary and secondary performance ensembles. Requirements depend on the student's major instrument and are outlined as follows.

Requirements for students studying applied voice:

- Primary Ensembles: Chorale or Chamber Singers (7 semesters)
- Secondary Ensembles: Concert Band or Orchestra (4 semesters). Students without instrumental experience may substitute MUE 112 Percussion Techniques for one semester of Concert Band or Orchestra. Students are expected to audition for Concert Band or Orchestra each semester and may be placed in the percussion section of either ensemble following successful completion of MUE 112 and successful audition.
- Chamber Music (1 semester)
- Composer's Ensembles (1 semester)
- Jazz large or chamber ensemble (1 semester)

Requirements for students studying applied brass, strings, percussion, or woodwinds:

- Primary Ensembles: Concert Band or Orchestra (7 semesters)
- Secondary Ensembles: Chorale or Chamber Singers (4 semesters)
- Chamber Music (1 semester)
- Composer's Ensembles (1 semester)
- Jazz large or chamber ensemble (1 semester)

Requirements for students studying applied piano:

- Chorale or Chamber Singers (minimum of 4 semesters)
- Concert Band or Orchestra (minimum of 4 semesters)
- One additional semester in any ensemble: chorale, chamber singers, concert band or orchestra.
- Accompanying (1 cr is equivalent to 2 semesters of ensemble participation.)
- Chamber Music (1 semester)
- Composer's Ensembles (1 semester)
- Jazz large or chamber ensemble (1 semester)

Requirements for students studying applied guitar:

- Chorale or Chamber Singers (minimum of 4 semesters)
- Concert Band or Orchestra (minimum of 4 semesters). Students without instrumental experience may substitute MUE 112 Percussion Techniques for one semester of Concert Band or Orchestra. Students are expected to audition for Concert Band or Orchestra each semester and may be placed in the percussion section of either ensemble following successful completion of MUE 112 and successful audition.

- Three additional semesters in any ensemble: chorale, chamber singers, concert band or orchestra. (3 semesters)
- Chamber Music (1 semester)
- Composer's Ensembles (1 semester)
- Jazz large or chamber ensemble (1 semester)

Requirements for students studying applied composition

- Composer's Ensembles (minimum of 7 semesters)
- Chorale or Chamber Singers (minimum of 2 semesters)
- Concert Band or Orchestra (minimum of 2 semesters). Students without instrumental experience may substitute MUE 112 Percussion Techniques for one semester of Concert Band or Orchestra. Students are expected to audition for Concert Band or Orchestra each semester and may be placed in the percussion section of either ensemble following successful completion of MUE 112 and successful audition.
- Chamber Music (1 semester)
- Jazz large or chamber ensemble (1 semester)
- One additional semester in any ensemble: chorale, chamber singers, concert band or orchestra (1 semester)

Requirements for students studying applied vocal or instrumental jazz

- Jazz ensembles (minimum of 7 semesters)
- Chorale or Chamber Singers (minimum of 2 semesters)
- Concert Band or Orchestra (minimum of 2 semesters). Students without instrumental experience may substitute MUE 112 Percussion Techniques for one semester of Concert Band or Orchestra. Students are expected to audition for Concert Band or Orchestra each semester and may be placed in the percussion section of either ensemble following successful completion of MUE 112 and successful audition.
- Chamber Music (1 semester)
- Composer's Ensembles (1 semester)
- Large jazz ensemble (1 semester)

Music Education students are also required to participate in four applied area requirements. The Area include (a) seven semesters of classical instrument or voice; (b) seven semester of composition; (c) seven semesters in bass, drums, guitar, saxophone, trumpet, and trombone, of which two have a classical focus and five have a jazz focus; and (d) seven semesters of piano and voice, two of which have a classical focus, two semesters are split between classical and jazz, and three semesters have a jazz focus.

See evidence room for the complete, semester-by-semester course sequence of the highly structured Music Education program.

Students and Faculty

As of fall 2013, there were 155 undergraduate music majors 65 of whom (42%) are majoring in music education. The average number of graduates per year is 13. There are currently eight full-time faculty members in the School of Music with only one faculty member in music education.

The school employs 40 part-time faculty members. Numerous part-time and adjunct faculty members teach courses relating to the core music and music education requirements.

Program/pathway Specific Candidate Performance

Benchmarks along the way to the completion of the Music Education degree include successful entry into upper division courses. Upper division music courses are those that typically carry 3xx or 4xx course numbers. In order to enroll in upper division music courses, a music student must:

- Earn a grade of C- or better in all MUS courses.*
- Earn a grade of B- or better in all MUE and MUP courses.*
- Earn a Level II on the applied music jury.
- Pass Praxis I.
- Successfully complete EYE, College Writing, and Quantitative Reasoning core courses.
- Earn a cumulative GPA of 2.75 or better.

*Note: These standards are in effect for all MUS, MUE, and MUP course in both the lower and upper divisions of the program.

In March of the sophomore year students complete the application for admission to Upper Division. This application and review are part of the advising process within ProSeminar IV. Students who fail to meet the above requirements may not enroll in upper division courses.

Finally, program completion requires successful completion of all program requirements, Praxis II, and standards review for InTASC and NETS-T.

Certification Recommendation

Certification recommendations in Music Education follow the process and criteria outlined above in the section on the Unit description.

Montessori Early Childhood Teacher Education Program

Goal

This new program was designed during the 2011-2012 academic year. The program is a collaboration between USM's SEHD and the Maine Montessori Institute located at Winfield Children's House in Falmouth, Maine. Winfield Children's House is an American Montessori Society (AMS) accredited early childhood program serving children ages 12 months-age 6. The Maine Montessori Institute is a full affiliate training site of the American Montessori Society and is a MACTE accredited teacher training center. Students learn the practice of teaching through a year-long internship and explore the theoretical and research-based principles of the Montessori method and materials design by Dr. Maria Montessori.

As a program concentration within the Master of Science in Education in Teaching and Learning, the 45-credit hour Montessori Early Childhood Teacher Education Program focuses on preparing professional teachers to understand the theory and practice of teaching and learning.

Program Structure and Courses

Through the program, students complete all requirements for AMS and Montessori Accreditation Council for Teacher Education (MACTE) credential, Maine's Department of Education early childhood (ages 2.5-6) teacher certification (081), and the Master of Science in Education in

Teaching and Learning.

This cohort based, full-time, one to two-year long program begins in the summer and continues through the following two academic years. Coursework located at Winfield Children's House is concurrent with an internship in a program approved Early Childhood Montessori school. In addition to the courses offered through the Maine Montessori Institute, students in the program take two research courses at USM.

The full course sequence includes the following:

ECE 510 Practical Applications of the Montessori Method for Students with Exceptionalities
ECE 511 Classroom Leadership and Environmental Design in an Early Childhood Montessori
ECE 512 Montessori Principles and Philosophy
ECE 513 Child Development, Family and Community
ECE 514 Practical Life in the Early Childhood Montessori Classroom
ECE 515 Sensorial in the Early Childhood Montessori Classroom
ECE 516 Assessment and Observation in an Early Childhood Montessori Classroom
ECE 520 Language Arts in the Early Childhood Montessori Classroom
ECE 521 Mathematics in the Early Childhood Montessori Classroom
ECE 522 Science in the Early Childhood Montessori Classroom
ECE 523 Social Studies in the Early Childhood Montessori Classroom
ECE 525 Early Childhood Practicum in a Montessori classroom
ECE 526 Early Childhood Internship in a Montessori Classroom
EDU 600 Research Methods and Techniques
EDU 643 Inquiry in Education

Students and Faculty

The initial design of the program was a year-long timeline based on the ETEP model. The first cohort of six students in the Montessori program matriculated in summer 2012 and graduated spring 2013. Based on low enrollments in the summer of 2013, the program faculty chose to begin new cohorts only every two years. The second cohort is beginning summer 2014.

The Montessori program is primarily delivered the two part-time instructors who run the accredited AMS Montessori credential at Winfield House. Full-time, tenure track USM faculty members teach the capstone research courses.

Program/Pathway Specific Candidate Performance

The Montessori Early Childhood Teacher Education Program follows the candidate performance criteria and benchmarks for all initial teacher certification outlined above in the section on the Unit description. As a graduate level initial certification program, candidates apply and are accepted directly to the Montessori program. Admission criteria include an interview, a GPA of 2.5, successfully completion of Praxis I, two letters of recommendation, and an essay. There is no additional step prior to internship since students take their courses and internship simultaneously. Finally, program completion requires successful completion of all program requirements, passing scores on Praxis II, and standards review for InTASC and NETS-T.

Certification Recommendation

Given the fact that the program has not been state approved to date, the first cohort of program completers went to the state Department of Education for transcript audit in order to receive their credential. In preparation of this, program instructors, USM faculty, and the USM certification officer worked closely to develop a binder of materials for preliminary review by the Maine Department of Education. The binder included course blueprints, syllabi, cross-walks between InTASC, American Montessori Association standards, and state 081 requirements under Pathway. In late spring, 2012, the Department of Education agreed that, on a course-by-course basis the students' experiences could lead them to certification through Pathway 2. With program approval, the certification recommendation process that exists for other initial teacher certification programs (described above) will be put into effect.

Description of Advanced Programs

Counselor Education

Goal

USM's School Counseling preparation program is part of a larger program that also prepares Mental Health counselors and Rehabilitation counselors. The following description provides information about both the total program (as context for understanding the foundational elements and expectations) and the specific requirements of the School Counseling concentration.

A basic belief of the USM Counselor Education program is that people often need assistance in addressing typical developmental transitions as well as difficult life situations. Mental health, rehabilitation, and school counselors are trained to help people with these challenges.

USM's Counselor Education program maintains the highest professional standards through program accreditation and licensing, as well as through professional development and involvement with national and state organizations. The School Counseling and Clinical Mental Health Counseling specialties hold accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), while the Rehabilitation Counseling program holds accreditation from the Council on Rehabilitation Education (CORE).

Specifically, the Counselor Education program is designed to foster:

- Knowledge of human development and behavior;
- An understanding of the history, philosophy, and practice of the specialty area;
- An understanding of theories and techniques related to individual and group counseling;
- Knowledge of career development theory and techniques and skills in the development of information services;
- Knowledge of psychological measurement and evaluation and its application;
- An understanding of the means used for obtaining and applying information from appropriate research sources;
- An integration of academic and applied knowledge into a personal model of professional practice;
- An awareness of individual strengths, weaknesses, and biases, especially in relation to clients, colleagues, and family;
- A sensitivity to the unique perspectives of people living and working in a pluralistic society;

- A commitment to ethical practice in counseling;
- A professional identity within the counseling profession.

Structure of the Program and Courses

To assist students in their own growth and development, the Counselor Education program offers a continuum of educational options to foster professional learning:

- Certificate of MHRT/Community (12 credit hours)
- M.S. in Counseling – Clinical Mental Health (LCPC) (60 credit hours)
- M.S. in Counseling – Rehabilitation (54 credit hours)
- M. S. In Counseling – School (60 credit hours)
- Certificate of Advanced Studies in Counseling (30 credit hours)

There have been dramatic changes in the training and practice of school counselors in the past 20 years. Driven by a philosophy of developing potential and preventing problems, school counselors act as change agents in schools, primarily working with students, but also working with faculty, parents, administration and members of the community, to help nurture student growth in the areas of social-personal, educational, and career development. School counselors provide classroom guidance, small group counseling and individual counseling. Additionally they are trained to engage in consultation with parents and teachers, individual planning and advising services, and a variety of coordinated services to help students discover their potential and learn strategies for success in school and life.

The curriculum requirements for students in the school counseling concentration include the following 60 credit hours (The recommended order of the complete course sequence can be found in the evidence room):

Core Courses (36 credit hours):

HCE 500 Orientation to the Counseling Profession
 EDU 600 Research Methods and Techniques
 HCE 604 Career Development
 HCE 605 Psychological Measurement and Evaluation
 HCE 620 Fundamentals of Counseling Theories
 HCE 621 Fundamentals of Counseling Skills
 HCE 626 Group Process and Procedures
 HCE 627 Group Counseling
 HRD 664 Culture, Tradition, and Diversity
 HRD 668 Human Development
 HCE 690 Individual Counseling Practicum Seminar
 HCE 691 Individual Counseling Practicum Laboratory

Required Specialty Courses (15 credit hours)

HCE 607 School Guidance Programs and Services
 HCE 609 The Practice of School Counseling
 HCE 622 Theories & Techniques of Counseling with Children & Adolescents
 HCE 686 Internship in Counselor Education (6 credits – 600 hours field placement K-12)

An additional 9 hours of elective credit in counseling specialty.

Note: In 2009, School Counseling concentration students will also be required to take HCE 642

Perspectives in Chemical Dependency and HCE 644 Crisis Intervention. Additionally, all students who have not had an approved course in working with individuals with exceptionalities must take such a course to obtain state certification.

Students and Faculty

The program annually admits (and graduates) approximately 47-52 students. There are currently 154 students enrolled in the three concentrations. For the 38 students in the School Counseling concentration, 32 are female and 6 are male.

There are currently six full-time faculty members in the Counselor Education program, four of whom are on the tenure track and two are in clinical lines. While faculty members teach students from all three Counselor Education concentrations, there is one full-time, tenure-track faculty member who is primarily affiliated with the School Counseling concentration.

Program/pathway Specific Candidate Performance

The Counselor Education Program follows the candidate performance criteria and benchmarks outlined above in the section on the Unit description. Assessment data alignment between the Unit and the Counselor Education Program/School Counseling can be found in the evidence room. Generally speaking candidate performance is assessed in the following ways. Admission includes pre-screening of undergraduate GPA, MAT or GRE scores, a written essay, and letters of recommendation. If the candidate is successfully screened he or she moves on to an interview and performs an on-demand writing sample. Through out the program, candidates must maintain a GPA of 3.0 in which no more than 6 credit hours of C grades are allowed. A grade of B or better is required in HCE 621 and 627. Prior to practicum candidates are assessed on the candidacy rating scale and an abbreviated Hanna rubric. Prior to internship candidates must have received a grade of B or better in HCE 690/691 and pass the CPCE exam. During practicum and internship, candidates are assessed through mid-term and final evaluations by site supervisors and faculty. Students also file log sheets documenting required clock hours, including direct services hours. Finally, for program completion candidates must complete all program requirements, pass Praxis II, and demonstrate their competencies in the CACREP standards through a portfolio review

In addition the following are key program assessments that measure candidate performance through out the program.

Table 1.7: Counselor Education Assessments

Course Exams	Course Base Assignments	Portfolios
Multicultural counseling exam	Multi-faceted development case study	Content knowledge course binder
Human development exam	Cultural autobiography	Clinical Portfolio
Counseling theory exam	Field-based multicultural learning experience	Professional Portfolio
Measurement exams	Theory presentation	
	Counseling philosophy brochure	
	Counseling skills role play	

	outline, tape, and transcript	
	Candidate self assessment	
	Case conceptualization presentation	
	Case transcription analysis	
	Self appraisal and review	
	Critique of standardized test instruments	

For descriptions of the above assessments see the electronic document room.

Certification/Licensure

Upon completion of the degree, graduates are eligible for certification from the Maine Department of Education as a Professional School Counselor, levels K-12. Certificated graduates are qualified to become employed in elementary, middle, and secondary schools in Maine. In addition, graduates are eligible to sit for the National Counselor Examination (NCE) and prepare to be licensed as a professional counselor (LPC) in Maine.

Educational Leadership

Goal

The mission of the Educational Leadership Program is to develop educators capable of leading ethical, collaborative and continuously improving learning communities, grounded in knowledge of student, subject and context and in concern for the dignity of the individual, for equity and for social justice. The program facilitates the career goals of education professionals, from classroom teachers who aspire to school leadership to experienced administrators who are pursuing advanced positions at the district level.

Educational Leadership programs focus on the preparation of leaders for educational settings who will promote equal learning opportunities for all students and prepares graduates to:

- Evaluate research and use it as a tool to improve educational practice;
- Analyze and understand teaching as a science, an art, and a craft, and develop strategies for its improvement;
- Plan, implement, and evaluate programs of instruction that promote learning for all students;
- Establish clear learning standards and multiple forms of assessment of student learning;
- Work effectively as a member of a team and as a collaborative change agent;
- Demonstrate reflective practice tools, strategies, and habits of mind;

Use appropriate communication when interacting with the internal and external environments.

Program Structure and Courses

The Educational Leadership Program has two strands: an administrative leadership strand and a teacher leadership strand (which does not lead to a credential). Listed below are the programs within the administrative leadership strand that lead to credentials. Complete course sequences can be found in the evidence room.

MSED in Educational Leadership: School Administration

This program leads to certification in Maine as a building principal for certified teachers with at least three years of teaching experience. As a result of this program, students are able to understand the culture of schools, leadership theories, and the impact of the leadership function; assess school climate and culture and develop a positive organizational environment for adult and student learning; understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning; and fulfill the daily operations and management requirements of the principalship or directorship. Students also understand legal constraints and precedents which dictate educational policy and practice, are able to supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice and understand and apply knowledge about adult learning and teacher development. Course requirements (36 credits):

Pedagogic Core Courses

EDU 600 Research Methods and Techniques

EDU 603 Analysis of Teaching OR EDU 617 Teaching in the Middle Level School

EDU 604 Curriculum Development OR EDU 615 Middle Level Curriculum and Organization

EDU 605 Teaching, Learning, and Assessment (**)

(**) In Fall, 2014, EDU 605 will be incorporated into EDU 603, Analysis of Teaching in order to maintain a total of 36 credits for the degree.

Administrative Core

EDU 670 Introduction to Leadership

EDU 671 Organizational Behavior

EDU 678 School Law

EDU 682 Special Education Law

EDU 679 Evaluation and Supervision of School Personnel

EDU 677 Seminar in School Management

Capstone: EDU 685 Internship in Administration (9 crs)

MSED in Educational Leadership: Special Education Administration

This program leads to certification in Maine as a director of special education for special education teachers with at least three years of experience. As a result of this program, students are able to understand the culture of schools, leadership theories, and the impact of the leadership function; assess school climate and culture and develop a positive organizational environment for adult and student learning; and understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning and fulfill the daily operations and management requirements of the principalship or directorship. Students also understand legal constraints and precedents which dictate educational policy and practice; are able to supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice; and understand and apply knowledge about adult learning and teacher development. Course requirements (36 credits):

Pedagogic Core Courses

EDU 600 Research Methods and Techniques

EDU 603 Analysis of Teaching

SED 618 Programming for Learners with Special Needs

Administrative Core

EDU 671 Organizational Behavior
EDU 677 Seminar in School Management
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel
SED 682 Special Education Law
SED 684 Administration in Special Education
Capstone: EDU 686 Internship in Special Education Administration

Students interested in gaining certification for the principalship and director of special education may take advantage of a combined internship opportunity.

Assistant Principal Certificate

This program is designed to meet the state requirements for a Maine assistant principal's certificate and to provide a foundation for graduate work in educational administration. Students must show evidence of three or more years of teaching to apply to the program. This 15-credit program includes the following courses:

EDU 670 Introduction to Leadership
EDU 671 Organizational Behavior
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel
EDU 682 Special Education Law

At the conclusion of the certificate program, students will have satisfied state requirements for a Maine assistant principal's certificate and will have also completed a significant part of the coursework for the Master's degree or Certificate of Advanced Study in Educational Leadership.

Curriculum Coordinator (36 credits)

This program is designed to meet the state requirements for a curriculum coordinator in a Maine school district. Students must show evidence of three or more years of teaching to apply to the program.

Pedagogic Core Courses

EDU 600 Research Methods and Techniques
EDU 603 Analysis of Teaching OR EDU 617 Teaching in the Middle Level School
EDU 604 Curriculum Development OR EDU 615 Middle Level Curriculum and Organization
EDU 605 Teaching, Learning, and Assessment (**)
(**) In Fall, 2014, EDU 605 will be incorporated into EDU 603, Analysis of Teaching in order to maintain a total of 36 credits for the degree.

Administrative Core

EDU 670 Introduction to Leadership
EDU 671 Organizational Behavior
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel
EDU 677 Seminar in School Management
Capstone: EDU 688 Internship in Administration (9 crs)

Athletic Administrator Certificate

This program is designed to prepare students for the responsibilities of the athletic administrator in middle and high schools of Maine. In addition, as part of the Athletic Administrator Certificate program, students will complete the required courses for the Assistant Principal Certificate, which qualifies them for a State of Maine assistant principal's certificate. Students must show evidence of three or more years of teaching to apply to the program. Upon completion, students will have also completed a significant part of the coursework for the Master's degree or Certificate of Advanced Study in Educational Leadership. Required courses can be taken in any sequence.

EDU 670 Introduction to Leadership

EDU 671 Organizational Behavior

EDU 678 School Law

EDU 679 Evaluation and Supervision of School Personnel

EDU 682 Special Education Law

EDU 690 Introduction to Athletic Administration*

EDU 691 Sports Law and Regulation Compliance*

* These courses are offered as needed.

Students and Faculty

There are the following students matriculated in the Administrative Leadership for Fall, 2014:

- MSED Administration: 80 candidates, 8 for teacher leaders, 56 for principal certification, 5 for SPED administration, and 11 who are unidentified
- Assistant Principal Certificate Program: 33 candidates;
- Athletic Administrator Certificate Program: 11 candidates;
- Certificate of Advanced Study in Educational Leadership: 64 post-masters candidates, who are completing coursework for state certification through transcript review.

Professional Educator (Does not lead to a credential)

- 28 candidates

There are currently four full-time, tenure-track faculty members in the Educational Leadership program. Two have received tenure and two are pre-tenure.

Program/Pathway Specific Candidate Performance

The Educational Leadership Program follows the candidate performance criteria and benchmarks in the section on the Unit description. There are three key transition points at which students are assessed. First they are assessed as viable candidates by program faculty for admissions. Second, prior to internship they must have completed, with grades of a C or better and a GPA of 3.0, the following courses: EDU 600, EDU 603 or 617, EDU 604 or EDU 615, EDU 605, EDU 670, EDU 671, EDU 678, and EDU 679. Finally, for program completion they must have maintained a GPA of 3.0 with grades of C or better and completed a successful standards review.

Certification Recommendation

Students who complete the program pathways above are eligible for Maine certification in the appropriate administrative areas, provided they meet state requirements. Currently, program completers do not receive a formal recommendation by the unit's certification officer but rather take their materials to the state for certification through transcript analysis.

Literacy

Goal

The mission of the graduate program in Literacy Education is to lead educators to a thorough understanding of literacy development, process, and instruction. Since literacy is crucial for any viable notion of democracy, and since it profoundly affects the personal lives of all citizens, the importance of effective literacy teaching and learning cannot be overemphasized. The program develops and supports leaders in literacy education through graduate coursework, through collaborative staff development with school systems, and through outreach programs in the community. Commitment to the diversity of learners is integral to our mission, as is the promotion of multilingual and multicultural literacy reflected in an ESL concentration. The literacy program emphasizes a balanced approach to literacy instruction where teachers can integrate the whole range of possible instructional practices to meet the diverse needs of literacy learners.

Program Structure and Courses

M.S. Ed. in Literacy Education: The Master of Science in Education in Literacy Education (36 credits) provides students with a sound theoretical and empirical knowledge base relating to literacy acquisition. Through this program, students become informed decision makers who are capable of designing and implementing appropriate, up-to-date instruction in reading and writing at all levels. Students will acquire the knowledge and skills necessary to become effective advocates for improving literacy instruction in their schools. The M.S. Ed. in Literacy Education is an advanced degree program and does not lead to initial teacher certification. The program is designed for classroom teachers, literacy teachers, and other experienced educators interested in the field of literacy. Students who complete the program are eligible for Maine certification as a literacy specialist, provided they meet state requirements for successful classroom teaching and pass the Praxis II exam (0300).

M.S. Ed. in Literacy Education Program Requirements (36 credits)

First Tier Courses (27 credit hours)

- EDU 511 Children's Literature **or** EDU 513 Adolescent Literature
- EDU 514 Improving Teaching in Content Areas through Literacy
- EDU 521 Digital Literacies and Education
- EDU 562 Linguistic and Cultural Diversity in the Classroom
- EDU 600 Research Methods and Techniques
- EDU 607 Teacher Research in Literacy
- EDU 620 Reading Development and Instruction
- EDU 621 Literacy Problems: Assessment and Instruction
- EDU 626 The Writing Process

Second Tier Courses (9 credit hours)

- EDU 634 Seminar in Literacy Research
- EDU 639 Practicum in Literacy Education (6 credits)

M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL): The Master of Science in Education in Teaching English to Speakers of Other Languages provides students with the knowledge base and practical skills related to English as a Second Language (ESL) acquisition by English language learners (ELLs). The emphasis is on developing proficiency and literacy in English as a Second Language and/or English as a Foreign Language. The program provides practitioners with the skills needed to assess language and implement instruction to improve learners' proficiency for competent second language use.

The M.S.Ed. in TESOL is the only degree of its kind in Maine and is designed to accommodate the needs and goals of a wide range of ESL professionals working with culturally and linguistically diverse students, including K-12 teachers, adult educators, and those who teach or want to teach abroad. International students are encouraged to apply. This 30-credit program may be completed in one year with careful planning alongside a faculty advisor. Many courses are offered fully online or in blended formats. The TESOL practicum (EDU 623) provides students with numerous and varied placement opportunities and can be completed in the United State or overseas.

This program will be first initiated in September, 2014, and replaces the Master of Science in Education in Literacy Education with a concentration in English as a Second Language.

M.S. Ed. TESOL Program Requirements (30 credits)

First Tier Courses (24 credit hours)

- EDU 557 Teaching Writing to Multilingual Learners*
- EDU 558 Content-Based Curriculum for English Language Learners*
- EDU 559 Aspects of Reading for Multilingual Learners*
- EDU 561 Aspects of the English Language*
- EDU 562 Linguistic and Cultural Diversity in the Classroom*
- EDU 563 ESL Testing and Assessment*
- EDU 600 Research Methods and Techniques
- EDU 607 Teacher Research in Literacy OR
- EDU 643 Inquiry in Education

Second Tier Courses (6 credit hours)

- EDU 635 Seminar in Second Language Literacy
- EDU 623 TESOL Practicum (3 credits)

* These courses meet state requirements for endorsement as an ESL teacher, K-12. State endorsement in ESL requires prior teacher certification and a passing score on the Praxis II exam (0361) for Teachers of English to Speakers of Other Languages. The master's degree in TESOL does not qualify graduates for Maine literacy specialist certification; however, additional courses may be taken beyond this master's degree to qualify. Students consult with their advisor for details.

Students and Faculty

The program annually admits an average of 22 students into the M.S. Ed in Literacy Education and M.S. Ed in Literacy Education with a concentration with English as a Second Language per year. Over the last five years, an average of 19 students graduate from the program annually.

There are currently 53 students enrolled in the two concentrations. Of these students, 51 are female and 2 are male. The M.S. Ed in TESOL admitted their first students (N = 6) in September, 2014.

There are currently four, full-time faculty members in the program. Three faculty members are tenure track and one is in a clinical line.

Program/pathway Specific Candidate Performance

The Literacy Education Program follows the candidate performance criteria and benchmarks for the Unit description. The assessment data alignment between unit and Literacy Education can be found in the evidence room. Generally, candidates are accepted to the program with review of their undergraduate GPA, an essay, three letters of recommendation, and their provisional or professional teaching license. Through out the program candidates must maintain a GPA of 3.0 and successfully complete a comprehensive exam, their practicum, and Praxis II for Reading Specialists for those who wish to be recommended for the endorsement by the Unit.

Certification Recommendation

Students who complete the program pathways above are eligible for Maine endorsements as Literacy Specialists or Teachers of English to Speakers of Other Languages provided they meet state requirements. Currently, program completers do not receive a formal recommendation by the unit's certification officer but rather take their materials to the state for certification through transcript analysis.

School Psychology

Goal

The mission of the USM School Psychology Program is to prepare school psychology practitioners who are grounded evidence-based best practices in school psychology. The Program offers a Doctor of Psychology in School Psychology (Psy.D.) and is the only School Psychology training program in Maine. The USM School Psychology Program's philosophy includes three main elements. The Program teaches students to use data-based decision-making and accountability, problem solving, and the stimulus-organism-response-consequence (SORC) model of human behavior. These three elements are integrated into the program of study in such a way that students develop mastery of data-based methods for helping children solve school problems in response to their current learning environments. School Psychology students are prepared to use data-based decision making, problem solving, and SORC knowledge in the context of diverse work environments. Implementation of these methods calls upon practitioners to take into account the linguistic, ethnic, racial, religious, ability, and cultural differences among learners. The Program plans to seek accreditation of the Psy.D. by the American Psychological Association.

The program's goals are (a) to provide a consistent and coherent program of study in school psychology founded on specific conceptual frameworks, (b) to teach and demonstrate evidence-based practices in school psychology in all program courses and activities, and (c) to prepare students for the practice of school psychology in Maine and elsewhere. The School Psychology Program objectives pull together the mission and goals by providing courses, field experiences, and reflection through which students will learn (a) the scope and content of school psychology

practices, (b) data-based, problem-solving, and SORC-oriented procedures, and (c) practical strategies for implementing best practices in school psychology by using empirically validated assessment, intervention, and consultation methods.

Program Structure and Courses

The Psy.D. program of study is shown in the following table. The Psy.D. requires completion of 111 graduate credits. The courses are aligned with the requirements of the American Psychological Association (APA) and the National Association of School Psychologists (NASP). The recommended sequence of the course sequence can be found in the evidence room.

<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>
EDU 600	Research Methods & Techniques	3
HCE 605	Psychological Measurement and Evaluation	3
HCE 620	Counseling Theories	3
HCE 681	Clinical Supervision	3
HRD 668	Human Development	3
SED 540	Nature and Needs of Learners who are Exceptional	3
SPY 601	Behavioral Principles of Learning	3
SPY 602	Clinical Research Methods	3
SPY 604	Functional Behavioral Assessment	3
SPY 605	Applied Behavior Analysis	3
SPY 606	Behavior Therapy	3
SPY 607	Consultation in School Psychology	3
SPY 609	Professional Ethics in Psychology	3
SPY 670	Cognitive and Affective Bases of Behavior	3
SPY 671	Physical Bases of Behavior	3
SPY 672	Assessment of Academic Achievement	3
SPY 673	Social Foundations of Behavior	3
SPY 674	Child and Adolescent Psychopathology	3
SPY 675	Indirect Behavioral Assessment	3
SPY 677	Cognitive Assessment	3
SPY 679	Diversity in the Science and Practice of Psychology	3
SPY 693	School Psychology Practicum 1	3
SPY 694	School Psychology Practicum 2	3
SPY 697	Statistics I	3
SPY 698	Statistics II	3
SPY 709	History and Systems of Psychology	3
SPY 727	Advanced Academic Interventions	3
SPY 729	Advanced Interventions for Individuals with Behavioral and Developmental Disabilities	3 3
SPY 730	Advanced Behavior Therapy	3
SPY 751	Advanced Research Seminar	3
SPY 759	Psy.D. Dissertation	3
SPY 788	Pre-Doctoral Internship in School Psychology	9
Electives	From SEHD Graduate Catalog	6
		Total: 111

Students and Faculty

There are currently 29 students enrolled in the Psy.D. in School Psychology program. (22 female, 7 male).

There are currently three, full-time faculty members in the program. Two faculty members are tenure track and one is in a clinical line.

Program/pathway Specific Candidate Performance

The School Psychology Program follows the candidate performance criteria and benchmarks outlined above in the section on the Unit description. The assessment data alignment between unit and School Psychology can be found in the evidence room. Generally, candidates are accepted to the program with review of their undergraduate GPA, their graduate GPA (if applicable), two essays, three letters of recommendation, a group interview, and an individual interview. Through out the program candidates are reviewed annually for progress in their course and fieldwork. Performance in practicum and internship is rated by field supervisors. A comprehensive exam must be taken and passed with a score of 98 out of 140 points prior to the dissertation. Through out the program, students must maintain a GPA of 3.0 with grades of B or better. Finally, the candidates' dissertation serves as the culminating summative assessment.

Certification/Licensure

The School Psychology program is designed to prepare students for one or more of the following credentials:

- Maine Department of Education Certificate 093: Certified School Psychologist-Doctoral
- Nationally Certified School Psychologist
- Licensed Psychologist
- Board Certified Behavior Analyst

Standard 1 Appraisal

Given the considerable change at USM and within the Educator Preparation Unit, there have been many positive outcomes for our programs/pathways and our candidates. First, since our last program approval process there has been a renewed Unit identity and a strong foundation laid for greater consistency and improved integrated functioning going forward. The greatest contributors to this are the creation of the Office of Educator Preparation, approval of a new Unit Governance Document, and approval of the Unit Assessment Framework. Creation of the Office of Educator Preparation has allowed for the development of a unit-wide infrastructure that will equitably and consistently serve all of our programs and pathways. Key elements of the new infrastructure include creation of a placement coordination role and implementation of Tk20 as our unit-wide assessment management system. In terms of university-wide infrastructure, in fall 2013, USM began the transition to the electronic course evaluation mechanism for student feedback on coursework and instructors, which will provide greater consistency and more immediate data for program evaluation.

In 2013-2014, the PEC began work on a set of common standards rubric elements that will be used Unit-wide. The process began with the adoption of the InTASC and NETS-S standards by all initial teacher certification programs and pathways. Individual programs (ETEP and Special Education) developed and piloted standards rubrics based on the new standards. Simultaneously,

the PEC engaged in conversation on a set of rubric elements that would allow for Unit-wide consistency while also allowing for content and certification area specificity. The discussion through out the spring of 2014 included definitions of proficiency levels, room for indicators to vary according to discipline, content, certification area as long as they align with InTASC and NETS-T, directions, benchmark options, notes about multiple assessors, demonstration of validity and reliability, format outline.

While the past five years has seen the elimination of the TEAMS program as an undergraduate pathway to graduate level teacher certification, new undergraduate pathways have emerged as replacements. The new pathways include two key changes that represent improvements to undergraduate teacher education at USM. First, undergraduate candidates now have a complete major in a content area rather than a general, liberal-studies major. This allows students to focus on content they will be teaching and allows flexibility for those who do not complete teacher certification allowing them to graduate from USM with a recognized major. Second, the new undergraduate pathways demand that candidates meet higher standards (e.g., GPA of 3.0) and are assessed at clearer benchmarks through out their program.

In addition to the new undergraduate pathways, three other new programs or pathways have been developed to address local demand. First, new early childhood education programs have been developed at both LAC and in the Portland/Gorham area. The LAC program is at the undergraduate level and the Montessori program, delivered in the Portland area, is a graduate level program. In addition to these the teacher education concentrations at LAC are new pathways to certification that have replaced the CLASS program and now offer undergraduate 7-12 certification in the Lewiston-Auburn area. Finally, the ETEP program has developed a part-time option, called the 13-month cohort, which spreads courses and internship over three semesters. This option allows interns to work part-time while they complete their teacher certification and has been embedded in a partnership with the Windham-Raymond Schools.

At this time there are aspects of the Unit infrastructure that are still in development. We are still developing and implementing our use of Tk20 for all our programs and pathways. At the current time, we have students who matriculated prior to the 2012-2013 academic year and are still are completing their program. While they are in the pipeline, we maintain dual assessment management systems for ETEP students. In terms of the use of Tk20 by students and programs, our phase I programs (ETEP, Special Ed., Undergraduate Teacher Cert. pathways, and Counselor Ed.) are the farthest along. Our School Psychology and Literacy Education programs are poised to fully implement their systems. The Educational Leadership program is still developing theirs and has yet to implement the features that are in place (transition points and admissions data collection). In addition to Tk20 development, the Unit continues to work on building consistent practice related to certification recommendations and follow-up of our program and degree completers. Tk20 will be an effective tool to implement these initiatives in the future.

In the context of the new undergraduate pathways, we are still working on the advising system that involves Student Success, major advisors, and the School of Education. Our School of Education advisors have created materials for students and advisors across the university. We are still working on tracking students through Tk20 and entering them into the assessment system. So far our declaration application and pre-internship benchmark is in place and the first

small cohort of students is making their way through the program.

In 2012, the K-8 and 7-12 Unified (general and special education dual certification) pathways were discontinued. The last two cohorts were taught out with the final students graduating spring 2014. The discontinuation of this program resulted in a loss of students for USM's teacher education programs. Despite the program elimination, there continue to be requests for part-time, online, options for candidates who work as educational technicians in schools from both applicants and school departments themselves.

Standard 1 Projections

The following are steps that the Unit has planned to address the needs identified in the Appraisal section above.

- Beginning in fall 2014, SEHD faculty and the PEC will engage in conversations about the creation of a single body of faculty members dedicated to initial teacher certification university-wide.
- Beginning fall 2014 explore and redesign unified (general and special education dual certification) pathways.
- In 2014-2015, the PEC will complete its work on the creation of common InTASC and NETS-T standards rubric elements. The rubric elements will include the common standards, scale of measurement, processes to establish and maintain validity and reliability, and assessment implementation for all initial teacher certification programs and pathways at USM. The format will simultaneously allow for program and pathway specificity that relate to certification and content area expertise.
- Complete development and implementation of Tk20 for all programs and pathways in the Unit
- Include all approved programs and pathways in the certification recommendation process through the OEP by spring 2015
- Implement annual October employment snap shot data collection for all program completers and graduates in the Unit.
- Implement annual follow-up data collection efforts that measure program satisfaction and employment history three years following their program completion or graduation for all programs and pathways in the Unit.
- In 2014-2015, design and pilot entry and exit candidate surveys of their discipline-specific preparedness.

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

The candidate assessment system and Unit evaluation at the University of Southern Maine have three primary purposes: (a) data-based decision making for candidate assessment, (b) program evaluation, and (c) communication of outcomes and efficacy with internal and external stakeholders. The PEC approved The Comprehensive Assessment and Evaluation Plan on May 17, 2013. The Plan was formally amended by the PEC on September 20, 2013.

Candidate Performance

Data-based decision making guides the candidate assessment system culminating in the recommendation of candidates for Maine certification in their areas of educator preparation. Data for candidates seeking to be recommended for certification focus on four transition points: admissions, program progress, program completion and recommendation for certification, and post-program completion in the beginning professional years. The Unit Assessment system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Each program and pathway in the Unit adheres to the common Unit Candidate Assessment framework by engaging in a program-specific assessment system within which decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points and at program completion. Each program and pathway organizes their assessments and decisions around at least four transition points: Admissions, Internship, Certification Recommendation, and Degree Completion. Each program and pathway articulates these transition points and criteria for candidates at times and through measures that align with their professional standards and program design. (See the evidence room for Program and Pathway Assessment Matrices).

The transition points in the assessment system for monitoring candidate performance serve as checkpoints for both assessing the candidate's performance to date and determining the candidate's readiness to continue in the program. There are two basic elements of candidate success: degree progress and professional certification progress. Admissions includes: writing samples, previous academic coursework, and relevant experiences used to judge a candidate's: readiness (a) to be successful in the program, primarily, and (b) to improve throughout the program progressing to become an entry level professional. Degree progress is represented primarily by completing required coursework and maintaining an adequate grade point average. The activities and assessments in required coursework have been designed to represent knowledge, skills, and dispositions necessary for professional preparation. The grade point average represents a judgment of the quality of a candidate's academic performance in those assignments and activities. More than course assignments and grades, however, ongoing assessment of the candidate's performance on the relevant professional standards provides another view of the candidate's qualifications and success. This is particularly true of the internship or culminating clinical experience in the program. The standards themselves are the criteria the profession has determined are necessary for success. Directly linking assessment activities and evaluations by university and field-based professionals to those standards provides a substantial appraisal of success.

Furthermore, each program and pathway assesses candidates with common categories of outcomes using tools and criteria that are specific to the professional standards and design of each program. The common categories and measures include, but are not limited to:

- Admission
 - Candidate criteria and relevant applicant data
 - Admission process data generated in screening, interview, and/or application review
- Course completion and grades
- Key assessments
- Criteria and data for program or pathway specific benchmarks including candidacy or entry into internship
- Candidate data for program completion includes, but is not limited to
 - Completion of content-specific assessments
 - Culminating or summative assessments
 - Performance assessment on program or pathway professional standards
 - Evidence of professional practice in field placement settings
- Certification recommendations
- Degrees conferred

Candidates and faculty have ongoing and immediate access to assessment data relating to progress in the transition points through the Tk20 data management system. Candidates can review their performance and standing. The Tk20 system includes a flagging system indicating when a requirement has not yet been met.

Finally, all programs and pathways participate in unit-wide follow-up data to assess candidates' employment outcomes and satisfaction with the program. Follow-up data not only serve to capture candidates' post-program outcomes but also as evaluation measures for managing and improving operations and programs. We use candidate and graduate performance information as well as feedback from internal and external stakeholders to evaluate the efficacy of our programs and pathways. These follow-up data include:

Internal (Candidate)

- Employment status at program completion
- Employment status at three and six year interval follow-up points
- Program satisfaction at program completion and at a three-year follow up.

External (Employers)

- Principals' survey of performance of USM program graduates compared to general population of teachers during the first three years of employment

For program/pathway specific assessments and data tools see the electronic evidence room.

Program Evaluation

Program Evaluation is the process of using data to make judgments about the quality of program

and unit operations. Data-based decision making for program and unit evaluation occurs at multiple levels within the Unit and University. Given the expertise of program faculty in their area's professional standards, programs and departments are the starting point for data-based decisions. Schools and colleges comprise the next level of analysis and feedback for decision-making and is primarily focused on cross-disciplinary initiatives, resources, and how programs and pathways contribute to school and college missions. The PEC is the final level of analysis and decision-making and is primarily in regards to coherence with Unit standards, conceptual framework, and comprehensive assessment system. Table 2.1 outlines the roles and responsibilities across the Unit for comprehensive program review. Program and pathway review occurs annually through the Professional Education Council (PEC) and every five years by the Provost of the University. The annual evaluation by the PEC examines the quality of implementation of the candidate assessment system and the program's attention to changes and improvements. The Provost's evaluation of programs is linked to accreditation standards for New England Association of Schools and Colleges (NEASC). The program evaluation process is undergoing revision based on the findings of the most recent NEASC accreditation review in 2011.

Table 2.1
Roles and Responsibility for Comprehensive Program Review

Dimension (from Chapter 114)	Department	School/College	PEC
Programs/pathways (curricula, key assessments, delivery)	X	X	X*
Courses	X	X	
Teaching	X	X	
Candidate Performance	X	X	X*
Scholarship	X	X	
Service	X	X	
Unit Accountability			X

* In relationship to Unit conceptual framework and Unit assessment plan

Communication of outcomes and efficacy with internal and external stakeholders is part of USM's responsibility as a public state university. Program outcomes and curriculum, assessments, and candidate performance are an integral dimension of state program approval and national accreditation through the Teacher Education Accreditation Council (TEAC), whose stakeholders include the Maine Department of Education and the Maine Board of Education.

To accomplish the goals of assessing and evaluating unit operations and candidate progress, the Unit maintains an assessment system. The primary mechanism for collecting, storing, and synthesizing candidate assessment and Unit data is USM's Tk20 data management system. The Tk20 system allows candidates to provide evidence of their achievement in addressing Maine's teaching standards and allows school and university faculty to review that evidence and make judgments. Tk20 is linked to USM's Student Information System, MaineStreet, providing ongoing semester-by-semester course registration and grades. Tk20 provides an immediate record of a candidate's performance on key assessments relating to the professional standards used for the recommendation for certification. USM adopted Tk20 during spring semester, 2012. The system was piloted with ETEP, Special Education, and Counselor Education during the

2012-2013 academic year primarily for the purposes of standards review. During 2012-2013 all programs and pathways in the unit built transition points, admissions, key assessments, and standards reviews tools in Tk20. The 2013-2014 academic year saw the initial use of admissions, key assessments, and standards reviews, internship applications, and recommendation for certification processes in Tk20 for all programs and pathways.

The Office of Educator Preparation and the PEC have primary responsibility for monitoring and facilitating the process by which data collection tools and measures are developed and implemented with validity and reliability. This is carried out through the use of:

- Expert panel reviews
- Pilot testing
- Quantitative estimates of validity and reliability
- Demonstrations of authenticity, comprehensiveness, and triangulation of qualitative data

The Office of Educator Preparation is responsible for communicating data summaries, findings, and data based decisions to both internal and external stakeholders. Tk20 reports are provided to programs and pathways as they complete admissions and standards reviews and on an as needed and as requested basis.

The Associate Dean/Director of Educator Preparation reports monthly to the SEHD faculty; and at least once a semester to the Deans of CAHS, CSTH, CMHS, and LAC; convenes the PEC monthly; participates in the state-wide meeting of the Deans and Directors of Teacher Education, which meets approximately every other month during the academic year and is called the Teacher Education Alliance of Maine (TEAMe); and attends and reports to the SEHD Advisory Board twice yearly. Office of Educator Preparation staff are responsible for compiling data from MaineStreet, Tk20, and other university data-bases for annual IPEDS and Title II reporting.

Departments and programs within the Educator Preparation Unit have been given exemption from the University of Southern Maine process for Academic Program Review. This exemption holds true for any program at USM that holds state approval or national accreditation.

Standard 2 Appraisal

In the past three years the Educator Preparation Unit has seen a great deal of growth and development in the area of assessment and program evaluation. The purchase of Tk20 for Unit-wide assessment management and the development of the Unit Comprehensive Assessment Plan are significant. These two developments will serve to address the recommendation stated in the 2009 site State Approval Review Report: “The unit should reflect upon the depth and breadth of the assessment data that are currently collected and determine what data sets, not currently collected, would best serve to systematize data for monitoring and improving unit operations.”

Standard 2 Projections

The following are steps that the Unit has planned to address the needs identified in the Appraisal section above.

- In 2014-2015, complete development and implementation of Tk20 for all programs and pathways in the Unit

- In 2014-2015, the PEC will design and pilot entry and exit candidate surveys of their discipline-specific preparedness.
- Implement annual October employment snap shot data collection for all program completers and graduates in the Unit.
- Implement annual follow-up data collection efforts that measure program satisfaction and employment history three years following their program completion or graduation for all programs and pathways in the Unit.

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

All programs and pathways in the USM's Educator Preparation Unit provide a supervised experience in a school, clinic or other setting, which insures practical applications of theory and experience for candidates and is implemented under the supervision of professional education faculty in close collaboration with professionals in the field settings. Through these field experiences candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing (Ch. 114, p. 13). The following describes unit-wide findings from analysis of course syllabi, field experience handbooks, and professional association standards for all Educator Preparation programs and pathways in the unit, both initial and advanced.

Initial educator programs: USM has initial educator programs that prepare future educators for general classroom teaching, art education, music education, and special education. For general classroom teaching, art, and music education, these programs are offered at the undergraduate level. There is also a graduate level general classroom teaching program as well as graduate level preparation for special education teaching. All USM educator preparation programs require extensive field experiences, ranging from 240 hours for administrator programs to 2,600 hours in the school psychology program, including short-term and long-term engagement in schools and agencies. The goal of the undergraduate field experiences is to build candidate autonomy with gradual increases in classroom independence. The range of total hours required across the USM programs varies, however, all programs meet Maine Department of Education requirements for the certificate linked to the preparation program.

USM's undergraduate teacher programs in art, music, and general education include the most gradual exposure to school-based experience. These gradual and cumulative experiences are integrated into the candidate's overall baccalaureate degree program and occur in each year of the four-year program. Early field experiences provide undergraduate students introductory opportunities for connections with schools and organizations outside of the classroom for up to 12 hours per semester and bring aspects of the field into the university classroom. The later, practicum experiences involve more substantial field placements. Students are expected to spend up to 24 hours over the semester in one or more classrooms or agency settings. Students explore a range of work in the profession, gain hands on experiences, and have opportunities for guided practice with feedback from course instructors and hosts (teachers and agency leaders). Undergraduate teacher education candidates complete the equivalent of a 15-week student teaching experience over an entire academic year that is the culmination of their educator preparation.

The Art Education Program, a concentration within the BFA in Studio Art, includes clinical experiences and practica in all of its designated Art Education courses. These field experiences are spread throughout the students' career and culminate in a two-semester internship, which occurs generally in the student's final year. Internships include one semester where students assist with a professional teacher and another semester where students lead a regular classroom. Students must work in at least two schools, one at the elementary level and another at the high school level. Students interested in teaching middle school are assigned as appropriate.

The Bachelors of Music in Music Education requires fieldwork of students throughout their undergraduate career. Students seeking a B.M. in Music Education must develop a wide range of skills in theory, musicology and history, and conducting alongside their courses in the methodologies of music education. The curriculum is standard and students must acquire competencies in a broad range of musical areas. The culmination of students' wide range of field experiences is the internship where students assist a working professional and then take full responsibility for a classroom. The course takes place during a student's senior year.

The graduate Extended Teacher Education Program (ETEP) includes a more intensive field experience that occurs after the candidate has earned a bachelor's degree. The ETEP field Internship is carefully scaffolded beginning with three and a half days per week in a classroom placement in the first semester and increasing in the final semester to five days per week. The Internship requires interns to apply the knowledge and skills presented in their university courses to the practice of teaching. Interns are part of a cohort of pre-service teachers K-12 and placed in schools affiliated with USM through long-standing districts partnership. The intern is assigned to a school supervisor and a mentor teacher. The intern completes a minimum of (2) weeks of solo lead teaching each semester with two formal observations and up to four informal observations conducted by both the mentor teacher and supervisor.

The USM's Special Education Program requires that students complete a year-long internship in the level and type of special education practice for which they seek certification. There are two types of special education field placement. SED 688 includes the field placement for those seeking to work with students with mild to moderate disabilities. SED 695 includes an internship for those seeking to work with students who have moderate to severe disabilities. In addition, all USM initial special education candidates must complete a field experience related to development of a positive behavior support plan (SED 615).

All of the initial educator preparation programs require extensive field experiences, occurring at either the undergraduate or graduate level. The undergraduate programs require more gradual and cumulative experiences while the graduate programs have intensive and concurrent internship experiences.

Advanced Educator Programs: USM has advanced educator preparation programs in the areas of administration, literacy, counseling and psychology. All of these programs require the completion of 24 or more graduate credits as well as intensive preparation in the area of study. The counseling and psychology candidates must earn either a master's (e.g., counseling) or doctorate (e.g., psychology) degree to be eligible for school-based practice. These programs are intensive in nature and focus on the specific knowledge and skills necessary for advanced leadership roles in schools. The Education Administration program requires 240 hours of "administrative experiences" all at the district level with 40 hours at the building level, including designing typical projects that involve partnering with others across the district. All of the USM administrator preparation pathways (e.g., assistant principal, principal, curriculum coordinator, special education director, and superintendent) incorporate the MDOE field experience requirements.

The literacy specialist program requires that candidates already hold a classroom teaching credential. In addition they complete a 75-hour practicum in which they provide individualized and small-group tutoring for students with reading difficulties. This practicum is completed during a summer reading clinic where USM Literacy faculty provide close and frequent supervision and feedback on the candidate's progress. The practicum includes daily practice of knowledge and skills learned in the Literacy program coursework. The practicum is very intensive, but it also includes a high degree of scaffolding as well as opportunities for independent practice.

Counselor education students are required to complete both practicum and internship field experiences. The total number of required practicum hours is not stipulated but the syllabus for HCE 690 indicates that the student must complete 30 or more counseling sessions and these must be audiotaped. Counseling students must complete at least 600 internship hours, with 1 credit of internship awarded for each 100 hours of internship. Both the practicum and internship experiences are accompanied by seminars that give students individualized and group level opportunities to discuss and refine their field-based counseling work. Completion of the practicum hours is a pre-requisite for internship. Students also complete a group counseling practicum and must complete a group case summary that is presented during the group counseling course that accompanies the practicum.

The School Psychology Program requires students to complete at least 600 hours of practicum and 2000 hours of internship. The practicum hours are completed in two phases. Practicum 1 happens during the first two years of study and includes observation and shadowing of practicing school psychologists. Practicum 2 happens in the third and fourth years of study and includes completion of more advanced activities, including at least one psychological report. The internship is done after all course work has been completed and is a stand-alone full-time or half-time experience.

All of USM's advanced educator preparation programs include required field experiences. The number of hours required in each program vary in relation to Maine standards and program accreditation standards.

Standard 3 Appraisal

The field experiences required in USM's initial and advanced educator preparation programs are detailed and thorough, providing candidates exposure to the routines, rules, and dynamics of schools and agencies. Such experiences ensure that candidates are well aware of all the complex details required for the credential they seek. As currently configured, USM's advanced programs provide candidates with appropriate and extensive field experiences necessary for their future careers.

Initial Educator Programs. USM's undergraduate educator preparation program candidates are immersed in diverse learning communities and provided opportunities to develop and demonstrate competence and integration of Teacher Education Core Practices. The diversity of settings includes placements in schools which are urban, suburban, and rural. In addition, when possible, candidates are placed in schools that have student populations representing many racial, linguistic, and cultural backgrounds. As shown by data from the Maine Department of Education (MDOE), Maine's schools have shown increasing diversity over recent years. In the

last ten years, the number of students who are English Language Learners (ELL) in Maine schools has doubled. As of 2013, 23% of the students in the Portland and Lewiston schools are ELL. As often as possible, USM teacher candidates are placed in two or more different sites over the course of their training experiences, and placements in districts with diverse students is encouraged. Coursework integrates content pedagogy and fieldwork and performance-based assessments. Students understand how the course content is aligned with the USM Teacher Certification standards used for candidacy.

In accordance with the discipline-specific content expertise needed to teach art practicum and internships in the Art Education Program are designed according the requirements of the National Art Education Association and the National Association of Schools of Art and Design. Practica are thoughtfully connected to all program requirements. Field experiences are designed to match students' theoretical and practical knowledge and receive appropriate professional supervision.

The internship requirements of the School of Music's Bachelors of Music in Music Education meet the requirements of the National Association of Schools of Music and the professional standards of the field. The practicum requirements are iterative and build from observation in the early stages of the degree toward ever-increasing degrees of responsibility. The final internship occurs during the student's senior year and ensures that the candidate demonstrates mastery of the Program's and national standards. The assessments in the Program are described in detail in the Assessment Standard narrative.

ETEP students' progress towards proficiency is measured at different points throughout the internship. Interns build a body of evidence for each of the Maine Initial Teacher Certification Standards, which include the ten Common Core Standards approved by the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Educational Technology Standards for Teachers (NETS-T). Intern evaluation and performance is documented using the Standards Review assessment. This includes comments from the intern's mentor teachers, supervisors and coordinators. Teacher Education faculty are responsible for the overall coordination, administration, evaluation and support of the interns' university and school-based experiences. Candidates who successfully complete ETEP fulfill all state certification requirements and are highly qualified in their certification area.

The USM Special Education Program field experience requirements meet the Maine Department of Education requirements for field placement. Indeed, they exceed these requirements by including the behavior support plan activity in SED 615. The activities required during the special education internship incorporate practice of essential special education practices, including the use of evidence-based instruction and progress monitoring for all students with IEP's.

Advanced Educator Programs: Although the types of expertise included in USM's advanced educator preparation program vary considerably, these programs demonstrate strengths in their integration of supervised field experiences for candidates. The current courses in the Education Administration Program appear to meet all six of the Interstate School Leaders Licensure Consortium (ISLLC) standards for administration. In addition, the candidate's journal

entries categorized under the six standards demonstrate evidence of meeting the Maine DOE administrator certification requirements.

The USM Literacy program field experiences are aligned with the standards set by the International Reading Association (IRA). The learning experiences in the practicum provide the opportunity for candidates to integrate and synthesize learning in all six IRA domains. Nonetheless, the current practicum experience is limited to on-campus activities and candidates might benefit from additional field experiences in school settings.

There are no specific field experience requirements for School Counselors in Maine's Chapter 114 or 115 rules. The field experiences required by the counselor education program meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2009), however, some of the details enumerated by CACREP were not observed in course syllabi. For example, CACREP indicates that there must be at least 100 practicum hours, and the requirement stated in the syllabi and Handbook was not this specific, although the total number of sessions required in the class does appear to lead to over 100 hours. The Program's internship requirements do appear to meet all of the CACREP requirements.

The practicum and internship requirements of the School Psychology Program meet the requirements of the American Psychological Association (APA). The practicum requirements are integrated with other program requirements and at sites with appropriate supervision and sequential and gradually more difficult. The internship occurs at the end of the program as a culminating experience.

All of USM's advanced educator preparation programs have sufficient field experiences to prepare candidates who will be ready for entry-level application of their advanced skills.

Standard 3 Projections

The following are steps that will be taken to address needs in the area of the Unit's field experiences.

- Across all programs and pathways, there is considerable variety in the way field experiences are designed, delivered, monitored, and assessed. During 2014-2015 the Unit will engage in a process to identify common functions to create greater consistency in the delivery of field experiences. To this end a Unit-wide field experience handbook will be developed.

Initial Educator Programs:

- All of USM's initial teacher certification program and pathways, as they are currently designed will continue to meet those requirements for the foreseeable future.
- Initial teacher certification programs and pathways may want to consider adding other enrichment field experiences like that included in SED 615
- The unit will continue to build and use a universal field placement management system which will foster more consistent placement experiences for all candidates

Advanced Educator Programs:

- The Education Administration program will be enhanced by using USM's coordinated field placement management system, Tk20.
- The Literacy Education's culminating practicum experience offers candidates the chance

to integrate their skills, and the program might be augmented with other options for practical training and/or extending delivery of the practicum model to other districts or regions of the state.

STANDARD 4: DIVERSITY

Diversity is a central fact of human existence. People differ in gender, age, nationality, race, language, culture, socioeconomic class, religion, ability, sexual orientation, and a host of other factors contributing to personal identity. The Professional Education Unit at the University of Southern Maine is committed to educating its students about the nature of human diversity, providing a safe and welcoming climate for all, and providing equitable opportunities for all to learn. In preparing teachers and other education professionals, The Professional Education Unit is proactive in providing learning experiences that will enable program completers and graduates to be inclusive, responsive, and effective with all learners.

While Maine as a whole is 95.3% white, Portland is 85% white and Lewiston is 86.6% (US Census, 2010) In the USM partnership districts, the population of English Language Learners is growing and dispersing. In the Portland schools, the English Language Learning (ELL) population remains the highest at 23% with over 50 languages being spoken, the ELL population in Lewiston is 22%, Westbrook it is 8.5% and South Portland it is 5%. In at least nine school districts where our students have field placements, the percentage of ELL students in 2012-2013 ranges from 1% to 2%. Many of these districts have hired full and part-time English as a Second Language teachers to address the needs of these students.

Finally, Maine is recognized as a welcoming state for residents who are gender variant, and a growing number of Maine's public schools take a pro-active approach to addressing the needs of gay, lesbian, bisexual and transgender (GLBT) youth and their families. There is strong organization for GLBT youth on the USM campus, and students participate in workshops and class presentations for the USM student body.

To respond to the growing diversity in our region and to prepare educators to live and work in any context, USM's commitment to enacting equity may be seen in its variety of university-wide diversity initiatives. These include the following:

- Recent University-wide Diversity Reports
- USM's Office of Equity and Compliance
- Multicultural Student Affairs
- USM English for Speakers of Other Languages
- USM Center for Sexuality and Gender Diversity
- Office of Support for Students with Disabilities
- Interfaith Chaplaincy
- University Counseling Services
- Osher Lifelong Learning Institute at USM
- USM-LAC Student Organizations

Equity and social justice has long been a central feature of the Professional Education Unit as shown in the Conceptual Framework. Each member of the Unit has actively created policies, program requirements, curricula and assessments for students, faculty and staff that create an inviting environment related to diversity issues.

In addition, the college sponsors the Libra Scholar program, coordinated by USM's Faculty

Commons, which has brought 13 visiting scholars to SEHD over the past 17 years to broaden faculty and student perspectives and capacities regarding diversity.

Diversity of Unit Candidates

A majority of students in USM's Initial Educator Preparation programs and pathways come from Maine communities. While an increasing number of students from the immigrant communities have begun attending USM, only a small percentage of them have applied for initial certification in USM's Educator Preparation Programs. (The Woodrow-Wilson-Rockefeller Brothers Fellowship for Aspiring Teachers of Color awarded a full scholarship to four USM graduates from Maine's immigrant communities to attend the Extended Teacher Education Program in 2010-2011, 2011-2012 and 2014-2015).

Other types of diversity are well represented in USM Educator Preparation programs and pathways including culture, language, perspective, talent, interest, ability, gender, sexual orientation, age, religion, and socio-economic status. The Unit attracts a large number of non-traditional students; a feature that exemplifies the Unit's diverse nature. Many students are married with children and come from various working backgrounds with rich experiences that they bring into the elementary and middle school classroom. Students also include military veterans, business people, stay-at-home parents, real estate agents, department store managers, and education technicians.

Recruitment and Outreach

The programs and pathways make efforts to increase the diversity of its student body through active outreach and recruitment. In the past five years, the Director of Student Affairs for the School of Education and Human Development has made program information and admission materials available on program websites. In 2012, the Office of Educator Preparation (OEP) was created to consolidate and institutionalize recruitment processes across the Unit. OEP has supported Unit members to develop data management systems that are tracking the recruitment and retention of all students of color and other underrepresented populations. Examples of how this is carried out include, but are not limited to, the following:

- The School of Education is vigilant in the use of tuition waivers, graduate assistantships and other financial incentives to recruit and retain diverse students.
- The Unit's graduate programs use information on race and ethnicity from the Graduate School admission application forms to identify prospective candidates from underrepresented groups.
- The Art Education program follows recruitment practices suggested by the USM Office of Undergraduate Admissions Action Plan, including emphasizing and instilling a climate of inclusiveness and sensitivity to all underrepresented student populations. The Art Education faculty has worked closely with the provost and General Education Planning Group on addressing diversity in the new USM general education curriculum. As a member of the Art Department's Outreach Committee, she is designing advertising for the program that will focus on recruiting underrepresented populations from Maine's high schools.
- The Art Ed faculty facilitates visual arts programming (See the Artlab program)for k-12 students as part of the USM art education program each academic semester. Specifically the program targets low income and "at risk" high school students each summer for a weeklong studio intensive at USM. She hires local high school art teachers to co-teach the summer

high school weeklong intensives, along with USM art education students and faculty. The local high school art teachers recommend and recruit high school students as part of this program, and USM covers the material and instruction cost for a majority of the high schools students in order to maintain diverse participation, and ensure all students are welcome.

- The Art Ed faculty's primary area of expertise is (American Indian) culture-based arts integration. She has conducted several university, private and state funded arts and culture research projects within regional middle and high schools, which requires the collaboration of art and non- art teachers, along with USM students and 7-12 grade students. All research projects (See project example in Wabanaki arts and culture) result in k-12 arts and culture-based curriculum development and also work to inform k-12 schools and community of USM's art education program values, as well as recruits diverse students, and mentor teachers, into the teacher education program.
- In addition, the Art Ed faculty personally encourages school-based art teachers to recommend students to the program, including students of diverse backgrounds. She is sensitive to the ongoing need for summative and formative evaluations in this critical area and will include a question concerning recruitment in the year-end questionnaire for mentor teachers.
- As mentioned above, the Extended Teacher Education Program, through the individual efforts of Dr. Flynn Ross, has been able to recruit four graduates from USM who are members of the immigrant community here in Southern Maine. All four were planning to apply to become teachers through ETEP. They applied to the Woodrow Wilson-Rockefeller Brothers Fund for Aspiring Teachers of Color, and received full scholarships for their internship year.
- The Literacy Education Program specifically recruits international students. In the last few years, they have graduated students from Peru, Japan, and Iran. Currently a student from Egypt and another from Brazil is enrolled in the degree program.
- The Counselor Education program out-of-state students from underrepresented groups are often offered a "system tuition waiver" as an incentive for matriculation at USM.
- Through a higher than average number of assistantships, and through advocacy to access state-wide scholarships for first-time graduate students, the School Psychology Program faculty have been successful in admitting and retaining students from low SES backgrounds who would not otherwise have enrolled in a graduate level school psychology training program.
- In Fall 2013 USM entered into a partnership with Dongbei University of Finance and Economics in China to bring a Confucius Institute to Southern Maine.

Admission Requirements

In addition to recruitment efforts, USM's Educator Preparation programs and pathways seek to admit students who have a good awareness of diversity issues and dispositions toward working with diverse populations. These are identified and assessed at admissions through various means.

- Admission to ETEP and to the Montessori Early Childhood Education certification is guided by an Equity Framework. Applicants must complete a Catalogue of Experiences and an Essay that requires applicants to discuss, *How do you see yourself providing equitable learning opportunities for your students? Illustrate your thinking by using specific examples.*

Additionally, all candidates must respond to a question about equity during the application interview. The equity scores are factored into their final interview score.

- Applicants for the initial certification in Special Education are required to answer the following essay question, *“A free appropriate public education for students with disabilities represents our democratic society's commitment to educating all its children. A teacher lives out this commitment in his/her daily instruction and professional activities as an educator. Please describe what you think it means as a teacher to provide equitable learning opportunities for all students, including students with disabilities”*.
- Students who apply for entry into the Undergraduate pathways submit a letter of recommendation from a supervisor or someone who can attest to the applicant's work with children or youth in ways that support their unique and diverse needs.
- The Literacy Program does not explicitly address diversity in their application procedures, but evidence of interest in linguistic and cultural diversity is considered in reviewing applicants' essays and resumes.
- Applicants to the Counselor Education concentrations are required to submit an essay that responds to the following statement, *“As counseling professionals, we are constantly seeking areas in ourselves that bear examination and change. As future practitioners, you will be witness to a wide variety of client experiences. Please discuss areas in yourself that may block your ability to empathically listen to client experiences that are different from your own.”*

Diversity of Unit Faculty

The faculty in the School of Education and Human Development has not achieved significant ethnic or racial diversity over the past five years. The current percentages indicate that the faculty is 93.75% white, 3% Latino and 3% American Indian/Native Alaskan. This compares to the USM faculty as a whole which is 89% white, .27% African American, 5.4% Native American/American Indian, 1.88% Latino and 3.75% Asian. The SEHD faculty is 56% female and 44% male.

However, the institution is committed to recruiting colleagues reflecting local, national and global diversity and counts among its full and part time ranks people whose race, ethnicity, sexual orientation and religion differ from the majorities in Southern Maine. To this end, USM has been awarded an NSF Advance It Catalyst to recruit, retain, and advance female faculty in STEM and social sciences. When possible, part-time faculty members, mentor teachers, and university supervisors who are from diverse ethnic and gender groups are employed by the programs.

Program faculty members cover a wide range of abilities and diverse expertise as teacher educators and professionals in the field. Examples of faculty research/expertise include: culture, immigrant education, international Indigenous cultures, k-12 students with exceptionalities, UDL, ELL, various assessment practices for individualized teaching and learning, k-12 students with exceptionalities, pedagogical development for multiple abilities and various assessment practices for individualized teaching and learning.

Students in USM's advanced programs also interact with faculty from diverse ethnic, racial, and gender groups to the extent that our faculty at USM has these characteristics. Across the

advanced programs there is a balance of men and women on the faculty with the most of the Literacy faculty being female, most of the Educational Leadership faculty being male, and balance in Counselor Education and School Psychology. The Literacy Program does have one full-time and one part-time faculty member who are multilingual and first-generation immigrants to the United States. Two of the faculty in School Psychology and one in Special Education have Native American heritage. All programs make efforts to increase the diversity of faculty and to develop mechanisms and relationships that support the retention of faculty. The Unit is committed to recruiting colleagues reflecting local, national and global diversity and counts among its full and part time ranks people whose race, ethnicity, sexual orientation and religion differ from the majorities in Southern Maine.

Scholarship and expertise of faculty in the advanced programs includes, immigrant education, international Indigenous cultures, ELL, reading assessment, policy and action research, mental health, treatment planning, family systems, multicultural education, expressive arts, rehabilitation, inclusion and disability classification systems and school counseling, assessment practices for individualized teaching and learning, principal leadership, higher education pathways, standards based education, school based interventions, applied behavior analysis, drop out prevention, functional behavioral assessment, and professional development.

Academic Requirements Specific to Diversity

Initial Certification Programs: All initial certification candidates at USM are required to demonstrate their proficiency on course outcomes and national teaching standards in their coursework and internships. Each of the courses in the initial teacher certification pathway sequences have outcomes that require students to demonstrate their knowledge, practice and dispositions of diversity. An example of course outcomes in the three-course seminar sequence for ETEP and undergraduate candidates,

- Challenge their perceptions about diversity and equitable teaching through discussion and reflection
- Examine how their own cultural identities, experiences and values influence their teaching stance.
- Investigate how cultural aspects (e.g., gender, religion, language, ethnicity, socio-economic status, and family background) of the school communities and students shape educational aspirations and achievement.
- Outline the developmental (e.g., cognitive, social, emotional, physical and moral) characteristics and differences of elementary and secondary students.
- Apply the principles of universal design in education, differentiation, and culturally responsive pedagogy in planning lessons.
- Apply and evaluate the effectiveness of methods for knowing learners

The course outcomes for courses on the nature and needs of students with disabilities in general education settings required for Special Education, undergraduate, and ETEP candidates are,

1. Demonstrate the understanding and knowledge of characteristics of learners who are exceptional, with emphasis on learning difference versus the presence of a disability
2. Demonstrate the knowledge of different assistive technologies for students with exceptionalities and the benefits and weaknesses of using assistive technology.
3. Demonstrate knowledge of applicable state and federal laws and regulations, including eligibility for special education and support services (includes RtI, IEP, FSP, and 504

meetings) and gifted and talented education; and where to go to keep updated on changes in these laws.

4. Demonstrate knowledge of the importance of parental communication and involvement in the planning and implementation of an educational program for their child who is exceptional.
5. Demonstrate an understanding of the philosophy of inclusion and the continuum of special education (including reverse mainstreaming) and related services (includes PT, OT, SLP, ESOL, counselors, psychologists, etc.) for all students who are exceptional.
6. Demonstrate the understanding of and a basic ability to use differentiated instruction and universal design.

The Montessori Early Childhood Program philosophy states that “students from all socio-economic levels, various cultural backgrounds and diversified academic abilities” are part of the early childhood communities to which students will be introduced. This is emphasized again in each course description, outcome and blueprint. For example, in ECE 523 Cultural Subjects-Social Studies in the Early Childhood Montessori Classroom, students receive direction instruction and learning opportunities to demonstrate cultural sensitivity in support of the development of individual children, and in communication and work with families and children. In ECE 510 Practical Applications of the Montessori Method for Students with Exceptionalities, candidates are prepared to apply the Montessori Method for children ages 2.5 to 6 with a variety of strengths and weaknesses, varied learning styles and learning needs.

All of the USM initial certification methods courses were updated in Spring and Summer, 2013. The faculty aligned their course outcomes with the InTASC Model Core Standards and the NETS-T standards. Although the InTASC standards integrate diversity through each standard, the following two examples, explicitly related to diversity, show a course outcome in the K-8 Science Methods course, and the course outcomes in the 7-12 Social Studies Methods course.

K-8 Science Methods

- Competently use K-8 science content, inquiry processes, and various materials to plan relevant instruction to meet diverse learner needs. This includes:
 - Utilizing knowledge of learners’ strengths, prior knowledge, and experiences to link new K-8 scientific concepts to familiar concepts, and collaboratively develop areas of interest (InTASC 4d, 8c; NETS-T 1d, 4b)
 - Identifying and addressing learners’ misconceptions about K-8 scientific concepts (InTASC 4e; NETS-T 2a)
 - Developing lessons that integrate the scientific background knowledge of students of diverse cultures and primary languages (InTASC 4i, 4m; NETS-T 2c)

7-12 Social Studies Methods

- Guide all learners, including those from diverse backgrounds and those with disabilities, in acquiring, as related to grades 7-12, the academic language of the social studies disciplines and the skills necessary to understand the disciplines, including critical and higher order thinking and analysis, social and cultural perspectives, and evaluation of primary and secondary sources (InTASC 1, 4, 5, 7; NETS-T 2a, 2c, 3d, 4a, 4d)

Undergraduate pathways at USM include course work that focuses on the language and learning of diverse populations of students (EDU 305, Foundations of Cultural and Linguistic Diversity), emphasizes service learning and International competencies (EDU 310, What is the Purpose of

Education in a Democracy), and introduces students to the multi-tiered systems of supports that schools implement to meet the academic and behavioral needs of all students (SED 420, Multi-Tiered Systems of Supports).

The Music Content Standards of the National Standards for Arts Education has brought focus to diversity through its Standard #9, Understanding Music in Relation to History and Culture. Through this standard, Music Educators are expected to incorporate a variety of materials to better reflect multiple learning styles and the diversity of the world.

Advanced Programs: The advanced educator programs include coursework related to the full range of diversities that students will encounter in their field placements. The Unit's advanced programs and pathways define and integrate diversity into their curriculum in ways consistent with their respective professional standards.

Counselor Education:

In accordance with the American School Counselor Association and CACREP, the Counselor Education program articulates the following:

- Affirms the diversity of students, staff and families;
- Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence;
- Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally;
- Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

One of the courses in this degree program includes,

- HCE 612: Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families. This course focuses on developing multicultural awareness, understanding influences of culture and worldviews across the life cycle, examining issues of diversity, i.e., race, ethnicity, gender, age and disability in human interactions and recognizing attitudes and perceptions of diverse populations. The course examines worldviews, values and beliefs about diverse groups reflecting differences in race, ethnicity, gender, age and disability and family dynamics within a pluralistic society. A field experience of between 5-10 hours with an associated report is required.

Literacy Education Program:

The Literacy Education Program is currently completing their third ESL cohort with PPS. Teachers and administrators K-12 are taking their last course in the 5-course sequence this summer 2014. This spring the Literacy faculty will negotiate a fourth cohort with PPS that will likely begin in spring 2015. These face-to-face offerings include 15 seats for PPS and 10 seats for matriculated literacy and ESL students, which allows for good collaboration between PPS and other local educators. The Literacy Program also just began the first ELL cohort with Westbrook School District. Ten teachers were selected to join the online ELL course offerings beginning spring 2014 and ending in fall 2016.

An MEd in TESOL was just approved by the SEHD Curriculum Committee, the dean, and the

USM Graduate Council. The Literacy Program hopes to begin this new 30-credit master's program in fall 2014, which will raise the profile of ELL education at USM.

The curriculum outcomes for the courses in this program support the needs of students with special needs and students from culturally and linguistically diverse backgrounds in teaching, lesson planning, classroom environment, and instructional strategies.

- EDU 562: Linguistic and Cultural Diversity in the Classroom. This course examines the nature of language and cultural differences among learners of various ethnic and racial backgrounds. The exploration of diversity provides opportunities for participants to develop a personal awareness of the role of cultural conditioning in classroom encounters; to reflect on and to confront personal biases as they relate to teaching; to acquire the skills and resources for an ethno-relative approach to delivering instruction; and to make language- and topic-related choices compatible with learner differences.
- EDU 559: Aspects of Reading for Multilingual Learners. This course examines the role of literacy in the K-12 and adult classroom for linguistically and culturally diverse learners in local and global contexts. A critical analysis of the developmental nature of the reading process as it applies to young learners, as well as application to older learners with varying degrees of first language literacy, is a major emphasis. An examination of first language and cultural and linguistic diversity influences on reading in a second language and multiliteracies in the light of current applied linguistics research is also a major emphasis.

Educational Leadership:

An example of curriculum outcomes for the Masters of Science in Educational Leadership related to diversity is illustrated in one of the foundational courses:

- EDU 603: Analysis of Teaching. This course engages students with research findings about how people learn and how teachers and school leaders can reduce the achievement gap through strategic and thoughtful instruction. Outcomes related to diversity include:
 - Demonstrate an understanding of how biology, culture and privilege affect learning and an ability to apply this learning to their own and to school-wide teaching practices.
 - Demonstrate an understanding of technology-enhanced teaching and learning and Universal Design for Learning (UDL) and an ability to apply this understanding to their own and school-wide teaching practice.

Educational Psychology and School Psychology

The School Psychology program demonstrates its commitment to understanding and responding to human diversity in the program's philosophy/mission, goals, and objectives and through demonstrated practices throughout all aspects of the program, including admissions, faculty, coursework, practicum, and internship experiences. School Psychology students complete six different practica in settings reflecting Maine's diverse students as well as a course titled Diversity in the Science and Practice of Psychology.

The curriculum outcomes for the Masters in Educational Psychology and the Doctorate in School Psychology address a range of competencies that prepare their graduates for the skills needed to work with diverse populations. The following course is one example --

- SPY 679: Diversity in the Science and Practice of Psychology. This course provides conceptual foundations and skills needed by psychologists to work with diverse client populations. Major topics include the history of psychology's role in diversity practices,

building competencies to work with individuals from diverse backgrounds, and the role of research in promoting diversity.

Initial Certification Programs: School field experiences and student teaching placement sites for all initial certification programs range from **very rural** (SAD 6, RSU 16, RSU 51), **suburban** (Gorham, RSU 5, RSU 14, Sanford, York) to **urban** (Lewiston and Portland Public Schools).

According to the National Center for Educational Statistics, the national rate of students with IEPs, K-12, in 2009-2010 was 13.1%. Six of the USM partnership districts have a large population of students who are eligible for Free and Reduced School Lunch. The percentages in Portland, Lewiston and Westbrook public schools are above the state average at 52%, 67%, and 56% respectively. Four other districts where students have field placements range from 24% in Gorham to 43% in SAD 6 (Bonny Eagle). All of the USM partnership districts accommodate students with disabilities. The population of students with disabilities (including autism, emotional, physical and learning disabilities) ranges from 17% in Lewiston, SAD 6, and South Portland and 14% to 15% in Brunswick, Westbrook, Portland, Gorham, Windham, and SAD 51. The following table 4.1 illustrates the number of students who are represented by these categories in most of our partnership districts

Table 4.1:

District Name	Percent Eligible for Free/ Reduced Lunch**	Percent Students with IEPs***
Acton School Department	50.5	
Bristol School Department	43.9	0.16
Brunswick School Department	31.9	0.16
Cape Elizabeth School Dept.	6.4	0.11
Falmouth School Department	6.3	0.10
Georgetown School Department	35.2	
Gorham School Department	24.1	0.13
Lewiston School Department	67.4	0.16
Portland Public Schools	52.3	0.16
RSU 01 – Morse	43.5	0.16
RSU 05 – Freeport/Durham	23.2	0.14
RSU 06 – Bonny Eagle	43.5	0.17
RSU 09 – Mt. Blue	51.1	0.14
RSU 10 – Western Foothills	66.7	0.17
RSU 14 – Windham/Raymond	31.7	0.14
RSU 15 – Gray/New Gloucester	35.2	0.13
RSU 16 – Poland Regional	37.1	0.17
RSU 17 – Oxford Hills	65.4	0.15
RSU 22 – Hamden/Newburgh/Winterport	27.1	0.18
RSU 23 – Dayton/Old Orchard/Saco	36.4	0.17
RSU 35 - Marshwood	15.1	0.11
RSU 51 – Cumberland/N. Yarmouth	7.9	0.14

RSU 52 - Turner	41.7	0.17
RSU 57 - Massabesic	40.5	0.14
Sanford School Department	61.7	0.21
South Portland School Department	34.6	0.17
Westbrook School Department	56.6	0.16
Yarmouth Schools	11.1	0.08
York School Department	15.8	0.13

* Data from MEDMS Data Warehouse as of February, 2014.

**Latest available: 2012-2013 academic year

***Latest available: 2011-2012 academic year

Because student practicum and internship experiences exist in typically private early childhood Montessori settings in Maine where ethnic diversity is limited, students experiences are enriched through the basis Montessori philosophy introduced through the course of study, but specifically related to the students classroom population and families in ECE 525, Early Childhood Practicum, and ECE 526, Early Childhood Internship, and in study of diverse early childhood classroom literary material in ECE 520, Language Arts in the ECE classroom, and individual students research study on diverse children's literature, as studied and used in their practice classrooms.

Advanced Programs: Being situated in Maine's urban center gives Professional Education students in advanced programs and pathways greater access to schools sites in Portland, South Portland, Lewiston, Biddeford, and Sanford areas, which have representation from multiple racial and ethnic backgrounds, where they can become aware of community resources, interact with students and community members, and explore additional learning and service opportunities.

Counselor Education

Courses exist at the advanced level for those matriculated into the Certificate of Advanced Study. These Practica/Internships emphasize culturally congruent and responsive practices such as: HCE 694, Practicum in Individual Supervision.

Literacy Education

The Literacy Practicum experience invites children to the USM campus. Candidates from diverse ethnic, racial, gender, and socioeconomic groups attend courses and work with children in practicum together.

- The ESL concentration students are required to work with English learners, and the literacy concentration students are often also assigned English learners. The candidates and children all interact in various activities beyond their tutoring experiences, allowing candidates opportunities to apply their learning about diversity with diverse children.
- The candidates are directly supervised by a coach in the practicum, and in order to meet the IRA Standards for Reading Professionals and TESOL Standards, candidates must show evidence of helping all students learn. The practicum experience requires constant differentiation to meet the needs of tutored children, and the coaches support the candidates in assessing growth and planning appropriate instruction for each child.

Educational Leadership

Internship outcomes for candidates in this degree require them to plan, implement, and evaluate programs of instruction that promote learning for all students;

- To understand the culture of schools, leadership theories, and the impact of the leadership function;
- To assess school climate and culture and develop a positive organizational environment for adult and student learning;

Educational Psychology and School Psychology

In regards to practicum placement, the school psychology program strives to have students placed in 6-7 different field experience settings during their 2600 hours of supervised practice.

School Psychology students interact with all students referred to them for evaluation as well as those in classrooms and settings where they are asked to consult. The primary diversity that School Psychology students encounter is dis/ability but certainly work with teachers, staff, parents, and students from all the backgrounds represented in Maine schools.

School Psychology students often work with students from low SES backgrounds (K-12) and connect them to resources. At the middle and high school levels they often work with pupils who are LGBTQ and assist with groups and programs such as Gay Straight Alliance, Safe Zones and other supports. Recently the school psychology program has begun to provide information about students who are transgender.

Candidate Assessments

Initial Certification Programs

Major program assessments through which candidates demonstrate their understanding and skills include:

- **Art Education Candidates:**
 - Create a unit that has a non-European culture's art works as its inspiration.
 - Work with gifted children in our Saturday Art Workshops
 - Plan for differentiation in all lessons using Universal Design principles
 - Write an art education philosophy in which they address the importance of teaching all children.
- **Initial Teacher Certification (ETEP/Special Education/Undergraduate Pathways):**
 - Described in TEAC's cross-cutting theme of multicultural perspectives (see the TEAC Inquiry Brief)
 - In the Montessori Early Childhood Program Individual feedback is provided throughout each academic course assignment and specifically throughout the Montessori classroom Practicum and Internship standards review, both informative and summative tools, as described in ECE 525 and ECE 526 course descriptions and blueprints. Each student also completes a yearlong classroom journal that is assessed and reviewed by their supervising Montessori teacher and their field instructor.

Advanced Programs

- **Counselor Education**

- Program outcomes, across all concentrations, explicitly related to diversity include the expectation that graduates will demonstrate knowledge and skills in addressing issues of diversity.
- **Educational Psychology and School Psychology**
 - Questions and activities about diversity are embedded in all our courses and students take a 3-credit course on the practice of psychology with diverse populations. We seek feedback from our own students as well as all supervisors.
 - Students complete a total of 111 graduate credit hours. Psy.D. students demonstrate competency for school psychology practice through coursework, dissertation, and a 2,000 clock hour internship, working under the supervision of a licensed psychologist.

Standard 4 Appraisal

Initial Educator Programs

Initial educator programs have found ways to increase their recruitment efforts to communities of color. The Woodrow Wilson Rockefeller Brothers Fund for Aspiring Teachers of Color has granted a fellowship to four graduates and current student in ETEP; USM's Art and Music Education programs are nationally recognized and each department actively recruits students from diverse communities in Maine to join their programs. USM new undergraduate certification pathway is entering its second year; students who are the first generation in their families to attend college frequently choose teaching as a career. It remains to be seen if the increasing numbers of students from immigrant communities will also enter the teaching profession.

The *curriculum* for each of the initial educator programs is anchored by a set of national standards in which knowledge, performances and dispositions for diversity are deeply embedded in each of the standards. ETEP, Special Education and the undergraduate pathways adopted the InTASC Model Core Teaching Standards in Fall 2012. The past two years full and part time faculty in these programs have revised Seminar and Methods courses to more fully embed the skills for teaching diverse learners into the coursework and program assessments. Program curricula and assessments for Art and Music Education candidates are guided by Standard 9—Understanding music in relation to history and culture.

Each of the initial educator programs requires extensive *field experience and internships*. From field experiences, field placements to year-long internships, candidates have opportunities to be immersed in communities with learners who are diverse in various ways. See Standard 3-Field Placements for in-depth analysis of this indicator.

The initial educator programs utilize an integrated system of *candidate assessments* that are aligned with the program's standards. For initial teacher certification the assessments related to diversity require students to demonstrate their mastery, in particular, of InTASC *Standard One. Learner Development* and *Standard Two. Learner Differences*. The Art and Music Ed programs now utilize a digital portfolio platform which allows candidates to demonstrate their mastery of the InTASC standards through visual products. The Office of Educator Preparation implemented TK-20, a teacher education database in Fall, 2012 that now houses candidate assessment data, student work, and faculty, advisor and mentor evaluations.

Advanced Educator Programs

The School of Education and Human Development has long-standing advanced programs in Counselor Education, Literacy Education, Educational Leadership, School and Educational Psychology. These programs undergo separate accreditation examinations in which they must demonstrate their responsiveness to diverse communities.

The Literacy Program has streamlined its degree concentrations in response to significant demand for more rigorous preparation of teachers who want to work with culturally and linguistically diverse students. In Fall 2013, the SEHD Curriculum Committee approved their new MsEd in TESOL, which will begin admitting students in fall, 2014.

Educational and School Psychology program candidates expend more than 2000 hours working with students and clients in a wide variety of settings. The school psychology candidates work with students from low SES backgrounds, students who are dealing with issues of gender, and students who have learning or behavioral disabilities.

Standard 4 Projections

Steps to address areas of need in relation to diversity include the following:

- Utilize Tk20 capacity to collect and document school and district diversity data
- SEHD is currently working the Portland Public Schools, Westbrook School Department, and Lewiston Public Schools on the formation of a design team to create (2014-2015) an Urban Teacher and Leadership Development Program. The goal is to develop customized learning strands for initial and advanced teacher certification and leadership preparation in urban schools that focus on:
 - Services and supports for diverse learners including English language learners, students in poverty, and students with disabilities
 - Capacity and skill to work on high functioning collaborative teams of professionals
 - Capacity and skill to work with families
 - Target start date is 2015-2016

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Based on the latest USM NEASC data, the student to faculty ratio is 15:1, and there are 396 full-time faculty and 340 part-time faculty; 296 full-time faculty hold doctoral degrees, 76 hold master's degree, and 6 hold bachelor's degrees (18 hold degrees unknown). The School of Education and Human Development includes 29 full-time faculty members, 26 of whom hold doctoral degrees. Twenty-four are tenured or tenure-track professors, and five are lecturers. The SEHD faculty who do not hold terminal degrees and the part-time faculty who teach courses and supervise in clinical experiences are expert practitioners with contemporary professional experiences in school settings.

Some of the indicators in Standard Five have been addressed in Standard One, including evidence that faculty's teaching methodology reflects Chapter 114 course delivery standards; faculty's teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional attitudes; faculty use a variety of instructional strategies that reflect an understanding of different learning styles; faculty members integrate state and national standards (e.g. Maine's Learning Standards, the InTASC Core Teaching Standards, CACREP Standards, NASP Standards, and as appropriate the ISLLC Standards) in their teaching; and faculty regularly integrate technology into pedagogical practice. In this section, we will describe how unit faculty are determined to be qualified and the scholarly and professional work in which they are engaged to support the unit's mission.

USM faculty members are evaluated regularly in terms of their productivity, effectiveness, and accomplishments in teaching, research, and public service. The evaluation system is contractually outlined in the *Agreement Between University of Maine System and Associated Faculties of the Universities of Maine/MEA/NEA (2010)*. Each department, division, or other appropriate unit has developed evaluation criteria that, at a minimum, address the following areas:

- a. Course and curricular development
- b. Creative works in discipline
- c. Departmental, college, campus and University assignments and service
- d. Instruction
- e. Professional activities
- f. Public service in discipline
- g. Publications and papers
- h. Research
- i. Scholarly writing
- j. Student advising

The criteria developed by each department, division, or other appropriate unit is outlined on the Provost's website:

The expectation is that student evaluations are collected for each course taught and these data are included in faculty members' personnel files and evaluations. USM has a standard student

evaluation form, the Student Instructional Report II (SIR-II). Beginning in Fall 2013, departments could choose to use a new, fully online student evaluation system. This system was adopted by all departments in SEHD, and will be fully implemented for all programs at USM by the Fall of 2014. Student evaluations of fall courses were completed before the end of December, and faculty and administrators received results by the second week in January. This timely feedback system will only improve the unit's ability to ensure that highly qualified faculty who model effective curricular, instructional, and assessment practices are teaching candidates at USM.

The Provost has a required dossier format for faculty applying for promotion and tenure. This Personnel Action Form documents faculty members' educational background, teaching philosophy and performance, scholarship statement and accomplishments, and service to the university, the public, and the profession. Full-time faculty complete this dossier and regularly update it during evaluation years, which occur every four years for Professors and Associate Professors with tenure and annually for others (AFUM Contract, p. 13). Teaching evaluation data must be verified by another member of the faculty.

By contract, full-time faculty members in department, divisions, or other appropriate units are evaluated by a peer review committee made up of other full-time faculty. Peer committees may collect documents and other pertinent information about a faculty member's assignment, and the peer committee chair or full committee meets with the faculty member to discuss his/her professional performance (AFUM Contract, p. 14). Peer committees then prepare written evaluations of faculty members' performances, which are forwarded to appropriate administrators and placed in personnel files.

It is also a contractual expectation that full-time faculty will review the qualifications and credentials of new part-time faculty upon hire. Part-time faculty evaluation guidelines are outlined in the *Agreement Between University of Maine System and The Maine Part-Time Faculty Association*. The evaluations are conducted by the appropriate department chair in the fourth semester at a campus, and every subsequent fourth semester teaching at that campus (PATFA Contract, p. 7).

The unit has developed strict criteria to ensure that cooperating teachers are qualified to serve as mentors to students seeking certification. Mentor teachers must meet the following criteria for consideration: 1) Certified and highly qualified in the appropriate area of certification; 2) 3 years of experience; 3) respected by peers as being an effective teacher who models the knowledge and skills reflected in the *Maine Initial Teacher Certification Standards*; 4) is willing and interested in sharing the classroom, mutual learning and reflection, allowing the intern to explore different teaching strategies; 5) employs both short and long-term planning, is well versed in, and utilizes the district curriculum and state learning standards; and 6) has a positive, collaborative, and supportive disposition.

Unit faculty are actively involved in scholarship and professional activities that illustrate their depth of knowledge in their disciplines and further the Unit's mission. In surveying faculty and reviewing CVs, it is evident faculty are engaged in different types of scholarly work, based in part on the unit's mission. Unit faculty use the following descriptors for their scholarship:

- Diversity education connected with stereotyping, bias and harassment
- Youth with emotional and behavioral disabilities and mental illness
- Psychiatric disabilities
- Vocational rehabilitation
- Elderly and aging
- Lifelong learning
- Gerontology
- Development of adaptive strategies, particularly the development of altruism
- Research literacy
- Practitioner research
- Practitioner scientist
- Critical thinking with visual representation strategies
- Multi-tier systems of support (MTSS) and Response to Intervention
- Effective instructional practices
- Assessment
- Curriculum development for culturally responsive teaching
- Teacher learning and resilience
- Teachers' dispositions for enquiry and moral practice
- Leadership
- School change
- Teacher and administrative evaluation
- Professional development
- Standards-based/proficiency-based education
- Higher education achievement
- Role of public policy, management, and the political arena in developing and improving educational outcomes
- Education policy research
- School funding
- Education reforms
- Common core curriculum
- Thinking skills in the classroom
- Student work and assessment
- Teaching
- Teacher education
- Moral and intellectual virtue
- Practitioner in training based skills
- Theoretical components influenced by quantum theory
- Technology
- Initial teacher certification
- Induction
- Strategies
- Science content and attitudes
- Theory development

- Diversity and applied linguistics studies
- Service learning
- Curriculum research
- Minority teacher recruitment and preparation
- Equity and excellence in schools
- Teacher learning over the professional continuum
- Learning to teach culturally and linguistically diverse students
- Teacher development
- Teachers' understanding curriculum design
- Teacher collaboration
- Applied behavior analysis
- Empirical systemic planning and development
- Supplemental texts related to guidance curriculum development
- Interventions to create personal change
- International education
- Postsecondary education
- STEM
- Learning communities
- Arts-based research
- K-12 pedagogical practices
- Culture-based curricula
- Preservice teacher content knowledge and beliefs
- Pre-K-5 mathematics

These descriptors capture the range of scholarly work in which unit faculty are engaged, with attention to topics important to the unit's preservice and inservice professional education programs, as well as topics that inform work in local schools and communities and policy decisions.

Unit faculty also collaborate regularly with colleagues in P-12 settings, provide service to the university, school, and broader communities in ways that are consistent with the unit's mission; and are actively involved in professional organizations and education-related services, including the following collaborative work:

- Civil rights team participant
- Coordinate youth conference on Creating Welcoming and Safe Schools
- Leadership team member
- Place-based curriculum development
- Board member on rehabilitation and health services boards
- Policy, budgetary, and strategic planning
- Literacy facilitator
- Consultant regarding MTSS, RTI, and effective instruction and assessment
- General education and special education program collaboration
- Teacher/administrator evaluation
- School change

- Group facilitator
- Mentor
- Chair of Southern Maine Partnership
- Middle and high school math coach
- Classroom observation and teacher evaluations
- Advisory committee member
- Coordinator the Maine Scholastic Writing Awards
- Acting Director of Southern Maine Writing Project
- Curriculum development
- Faculty liaison and program coordinator for Confucius Institute
- Internship placement coordinator
- Supervisor of practicum students
- Mentor teacher consultation and workshops
- School board memberships
- Consultant on science content and activities
- Chair education committee for non-profit nature reserve
- Consultant on teacher evaluation
- Co-facilitate principals' group working on teacher evaluation
- State PBIS coordinator and consultant
- Southern Maine Area Resource Team (SMART) co-director
- Professional development and prescriptive case consultation
- Program evaluation and research committee member
- Member of standards-based teaching and learning committee
- Technical and evaluation assistance for Southern Maine Partnership schools
- Grant and contract work for Maine Department of Education
- Policy research and analysis for Education Committee of the Legislature
- Westbrook Community Literacy Team and Westbrook Middle School Literacy Team
- Consult on teaching literacy and ELLs in multiple school districts in southern Maine
- Consult on K-12 guidance curriculum, program planning, and ethical issues in school counseling
- Member of Transition Team
- ConnectED initiative participant
- Consult with Portland Public Schools and South Portland Public Schools
- Member of Casco Bay Math Circle
- Consult with teachers in Greely Middle School and Falmouth Middle School on mathematics
- Chemistry faculty and Chemistry Club at USM perform demonstrations for local middle schools (typically 1,000 students per year)
- Chemistry faculty collaborate with Portland Public Schools and invite high school students to work in campus labs for a day

Additionally, other organizations in the unit support collaborative work between unit faculty and the education and human development community and are organized as SEHD's center's and partnerships. First, the Southern Maine Partnership provides opportunities for university- and

school-based colleagues to meet and collaboratively discuss pressing educational issues on a regular basis. Second, the Professional Development Center, a division of the School of Education and Human Development, has a history of collaborating with schools around the state of Maine as an outreach agent for programs and centers in SEHD. During the 2012-2013 academic year, the PDC delivered 112 academic courses to 1130 students; and 9 CEU or non-credit workshops or institutes to 322 individuals. Third, the Center for Education Policy, Applied Research, and Evaluation is devoted to “promoting evidence-based decision making from the school house to the state house” (CEPARE website). Fourth, Southern Maine’s Area Resource Team (SMART) for Schools is an outreach initiative of the University of Southern Maine (USM) School of Education and Human Development (SEHD). SMART’s mission is to address the educational and behavioral needs of students in Maine and support schools implementing RTI-A (academics) and RTI-B (behavior). SMART provides universal, targeted, and individual academic and behavioral assessments; consultation with schools and districts related to the implementation of best practices; and professional development to support the ongoing sustainability of effective and scientifically-based instruction practices. Other SEHD initiatives led by Unit faculty include the Equity and Excellence in Maine Schools and The Southern Maine Writing Project.

Unit faculty are also involved in professional associations and education-related services at local, state, national, or international levels. Of the 31 unit faculty surveyed, 17/27 are members of local professional associations, 15/27 are members of regional associations, and 23/27 are members of national and/or international associations.

Many professional development opportunities are made available to unit faculty. Though travel money has been suspended in light of USM’s financial challenges, there are still many opportunities available to faculty. For example, the Provost’s office sponsors a variety of prestigious university-wide faculty professional development opportunities, including the Faculty Senate Research Grants for Research, Scholarship, and Creative Activity; Distinguished Professor Awards; Libra Professorships; and Trustee Professorships. The Center for Technology Enhanced Learning offers a Speaker Series and a Workshop Series, as well as many online resources at their website, to support faculty incorporating technology into their teaching. Some of the recent topics offered by CTTEL include an Accessibility Series on high-quality online teaching for students with disabilities; the flipped classroom experience in chemistry; using Adobe Connect and Voicethread; using Google Apps to create community in online classes, and online testing. New in 2013, the Faculty Commons provides a means for connecting faculty with one another and strengthening existing research, teaching, scholarship, and creative work at USM. Recent events include a Teaching Naked Workshop with Dr. Jose Bowen; Peril and Promise in the New Age, examining the changing landscape for public, comprehensive universities with leaders of the American Association of State Colleges and Universities Rich Dunfee and George Mehaffy; and regular Lunch and Learn events. Finally, a 325T grant awarded to education faculty has made it possible for faculty to improve their use of technology, offer more online and blended courses, and connect standards to student outcomes in courses. Finally, SEHD has a long history of supporting new tenure-track faculty through the Marin Pond Fellowship. This fellowship allows new faculty members a course release to pursue a scholarly interest in their first two years at USM.

Standard 5 Appraisal

Based on review of institutional reports, including the NEASC Self-Study and Final Reports, curriculum vitae for full- and part-time faculty members, USM websites, and faculty survey responses, unit faculty are well qualified and model best professional practices in scholarship, service, and teaching. The faculty are collaborative across the university and with the local community, engaging in scholarship and the professional world of practice in ways that further the unit's mission and support schools and social service agencies.

The NEASC Report (2011) written by a committee of external reviewers provides further confirmation that faculty are well qualified and effective. The report states, "Faculty are skilled and successful in their teaching and scholarship. It is clear they are committed to student learning, and to their own continued growth through research and scholarship" (p. 40). Furthermore, the rigorous evaluation procedures outlined above ensure that education and other faculty members are qualified and effective teachers, demonstrate scholarly work in their fields of specialization, and provide service to the public and the university that is consistent with the Unit's mission.

The Professional Education Council has contributed to faculty standards and expectations by creating consistent protocols and reporting systems, promoting accountability, and communicating unit priorities.

A primary concern is the challenging financial climate in which the unit operates. The future ratio of full-time to part-time faculty will most certainly be affected by USM's financial shortfalls, and this may have an impact on students' abilities to engage with well qualified faculty who are committed not only to excellence in teaching, but also to scholarship and service. This is not unique to USM or this Unit, but it is a serious concern. The challenging financial climate also presents concerns around the university's capacity to provide opportunities for professional development opportunities that are meaningful to Unit members and the Unit's mission, provide on-site classrooms and virtual teaching environments that allow students and faculty to interact with the latest technological advances, etc.

Additionally, the feedback loop from student and peer evaluations could be more transparent so that evaluations of education faculty are used to improve teaching, scholarship, and service of unit faculty. Tk20 and the new fully online student evaluation system should provide data that may better connect faculty's teaching with students' learning and performance. However, it is unclear how faculty evaluations in post-tenure peer reviews that occur every four years are used to improve the teaching, scholarship, and service of Unit faculty.

One question that needs further exploration is whether part-time faculty evaluations are being consistently performed in all departments as contractually outlined. The new online student evaluation system should prove helpful in facilitating feedback to part-time faculty and the department chairs who evaluate their performance.

Standard 5 Projection

Steps to address the needs identified in this standard include the following:

- Beginning in fall 2014, SEHD faculty and the PEC will engage in conversations about

the creation of a single body of faculty members dedicated to initial teacher certification university-wide in order to at least begin to address capacity concerns.

- In the fall of 2014, SEHD faculty will also begin conversations about a single coordinating body for outreach activities.

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

Unit Leadership, Authority, and Management

The Director of Educator Preparation has overall administrative responsibility for the educator preparation programs and pathways and serves as the chair of the Professional Education Council (PEC). The Maine Department of Education (Chapter 14) requires that all educator preparation programs be governed by one council or committee. The PEC meets this requirement because its members represent all units and pathways across the four colleges at USM. The PEC is the entity charged by the university with unit accountability related to the management and coordination of all programs offered for initial, advanced, and continuing preparation of educators and other PK-12 personnel, regardless of where these programs are administratively housed.

The PEC has three major aims: (a) to promote accountability and consistency across all programs and pathways vis-a-vis the conceptual framework, the assessment system, and the capacity of the unit and its component parts to carry out all programs and pathways with integrity and high standards; (b) to review and approve policies and procedures, major curriculum changes, and evaluation studies related to initial and advanced educator certification and continuing preparation of educators and other PK-12 personnel at the University of Southern Maine; and (c) to provide a forum for communication and coordination between and among initial and advanced programs leading to professional credentials for K-12 schools. Chaired by the Director of Education Preparation, the Council is composed of the faculty coordinators for each program or pathway and administrators from each college having educator preparation programs. The Council meets as needed but at least three times each academic year.

The level of administrative authority for curriculum decisions rests in the academic programs for program-specific standards, content, instruction, and unique assessments. The PEC maintains authority for curriculum decisions related to accreditation and educator preparation program/pathway approval requirements, shared assessments, unit accountability and reporting systems, uniform policies and procedures, uniform fees, and coordinated/inter-program course delivery.

Voting members of the PEC include one faculty member from each academic program/pathway at USM offering an initial or advanced level educator preparation program, one administrator from each college, the SEHD Placement & Certification Coordinator, and the Director of Educator Preparation. The design and membership of the PEC provides a mechanism for and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of educators.

Unit Personnel

The Director of Educator Preparation is the designated unit head for education preparation at the University of Southern Maine, chairs the Professional Education Council, and is a voting

member of the council. The Director of Educator Preparation is the designated unit head for overseeing and administering all initial, advanced, and continuing professional educator preparation programs at the University of Southern Maine, including all four colleges and all three campuses. The Director of Educator Preparation collaborates with the Deans, department chairs and program coordinators, associated faculty, and staff to create consistent policies, procedures, accountability, and reporting systems that connect and unify all educator preparation programs under a common unit framework. The Director's responsibilities include coordination of the unit's work in the following areas related to educator preparation: development and implementation of governance, policies, and procedures; collaboration among unit educator preparation personnel; general oversight and coordination related to the unit's accredited/approved programs; University accountability procedures; data collection and information dissemination; regular communication with all stakeholders in educator preparation at USM; representing Educator Preparation at University events; and assuming a leadership and decision-making role for issues related to educator preparation at USM.

The Office of Educator Preparation (OEP) includes two staff members who serve in the roles of Placement Coordinator/Certification Officer and Data Manager/Tk20 Unit Administrator. The jobs of these individuals are as follows. The Educator Preparation Placement and Certification Coordinator is responsible for assisting with, managing and coordinating field experience placements for practicum and internship students in USM educator preparation programs and for serving as the University certification coordinator by conveying certification recommendations for in-state educator preparation program graduates. The job includes responsibility for maintaining contact with practicum/internship sites, cataloguing practicum/ internship site data and establishing protocols, guidelines, and procedures for uniform field placement operations. This position is responsible for coordinating all field placements for counseling students, school psychology, teacher preparation, and educational leadership internships, and providing for mentor and supervisor training and professional development.

The Placement and Certification Coordinator also serves as certification officer for in-state and out-of-state initial teacher certification and coordinates University Title II responsibilities for state and federal teacher education reporting requirements. She/he is responsible for data collection and analysis that contributes to systemic program reports, and assisting with other program-related activities including but not limited to consultation and coordination with all educator preparation program and collaborating agencies.

The Data Manager/Tk20 Unit Administrator is responsible for managing multiple data systems and databases and reporting for educator preparation across the University. This includes data collection and coordination of student data, programs of study and school partnership data including the coordination of payroll paperwork and payment of teacher mentor and supervisors.

In addition to OEP staff the following college and university infrastructure contributes directly and explicitly to the implementation of the Educator Preparation Unit: Student Affairs staff in all four colleges, Student Success Offices, Undergraduate and Graduate Admissions, SEHD's Professional Development Center.

The table below shows the number of full and part-time Unit faculty & staff engaged in the work

of Educator Preparation. Roles included in the table are Director of Educator Preparation, Placement Coordinator and Certification Officer, Data Manager and Tk20 Unit Administrator, Student Affairs Staff, and both full and part-time faculty.

Table 6.1: Full and Part-time Unit Faculty & Staff

Faculty & Staff across Colleges	Number
CMHS	38.5
Full-time Faculty	28
Part-Time Faculty*	33
Professional Staff	5.5
Classified Staff	5
CAHS	2
CSTH	1
LAC	1
Total	42.5

*The number of Part-time Faculty members varies semester-to-semester. The number reported was from 2013-2014

NOTE: These numbers do not represent faculty in the Adult & Higher Education program within SEHD, nor does it include staff from the CEPARE and TRIO offices – those with no direct involvement with approved educator preparation programs.

Across all of the Unit's programs and pathways PK-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs by serving as mentor teachers and practitioners for practica and internships, serving on advisory boards, and teaching courses as part-time, adjunct faculty members.

Unit Budget

The Director is responsible for working with the Deans and College Financial Managers to discuss funding needs for the current and the impending fiscal years. The discussions identify budget requirements and funding allocations necessary to support high quality work within the Unit and with school partners. On an ongoing basis, the Director meets with the Deans who communicate with the Provost and/or the Chief Financial Officer to address Unit budget issues.

Primary fiscal support for the Educator Preparation Unit comes from the College of Management and Human Service and School of Education and Human Development. The total college budget from the University for the fiscal year 2014 is \$15,702,417. The total School budget for the fiscal year 2014 is \$4,416,087. Faculty, staff, and graduate assistant salaries represent approximately 96% of this budget. The remainder is allocated to operating costs inclusive of supplies, telephone, printing, travel, faculty development, and equipment. In addition to the budget figures above, SEHD has expended \$1,480,127 in federal, state agency, private foundation awards and

contracts for various programs and initiatives. Faculty loads, reviews, and research expectations are described in Standard 5, of this Report.

Since Undergraduate pathway students major in CAHS and CSTH disciplines and a number of undergraduate USM students enter the ETEP Program after completing their undergraduate degrees many other professors and staff across the university are also engaged in preparing teachers.

Support from other colleges

For the Education pathways, students take courses in their academic majors, in the Core Curriculum, and in Education. Because of their specialty disciplines, Art Education and Music Education in the College of Arts, Humanities, and Social Sciences (CAHS) and Mathematics Education in the College of Science, Technology, and Health (CSTH) have dedicated faculty lines to address required content areas for students in education pathways. Furthermore, the Lewiston-Auburn College operates under a separate budget, so the educator preparation coordinator at that campus also is seen as a dedicated faculty line for educator preparation. The total budget for salary and benefits for the faculty in those dedicated positions in programs outside the College of Management & Human Service amounts to \$397,596 in the USM budget.

Other support costs for education preparation students are embedded in the university's commitment to a revised Core Curriculum, advisors for subject area majors and the Student Success Center offices, infrastructure expenditures, University Health & Counseling Services, Registrar and Financial Aid offices, and student life services.

Budget for off campus/clinical work

The total expenditures for off campus/clinical work in Fiscal Year 14 were \$81,513. This amount represents the cost of mentor teacher stipends and part-time supervisors.

Research/Graduate Assistantships

During the 2012-2013 academic year, the University funded 15 graduate assistantships to 12 individuals totaling \$131,928 funded by the Office of Graduate Studies.

Research/Project Space

Approximately 4700 square feet of office space is assigned by the College and the University for externally funded projects at 62 School Street (1524 sq ft.), 99 School Street (3176 sq. ft.) and Woodward Hall (300 sq. ft. for summer residential Upward Bound program use). The externally funded centers and special projects include: Upward Bound; Center for Educational Policy, Applied Research, and Evaluation (CEPARE); Upward Bound; and Multicultural Education Programs.

Unit Facilities

Bailey Hall is the home to the School of Education and Human Development as well as the Departments of Math, Geography and Anthropology, Geosciences, and Environmental Sciences, which all have undergraduate pathways. The Art Education coordinator is housed in Robie-Andrews Hall, as is the Art Department. The Art Education program has its own classroom space in the Drawing Building, but because of insufficient heating, the program uses a classroom in Bailey Hall during the spring semester. This room is adequate for lecture purposes, but lacks a sink and sufficient workspace needed for methods practice. The coordinator of the Music Education program is housed, along with other Music Department faculty, in Corthell Hall. All of these buildings are on the Gorham campus. Lewiston-Auburn College houses undergraduate pathways on their campus. The College of Arts, Humanities, and Social Sciences and College of Science, Technology, and Health have undergraduate pathways in departments on both the Portland and Gorham campuses. Many of the unit's courses and internships are held on-site in the schools where candidates apply their knowledge, skills, and dispositions through a range of professional experiences.

Bailey Hall is the major classroom building on the Gorham campus and the largest building at USM. As such, it houses departments from three USM Colleges, the Gorham campus library, and classrooms and labs used by many departments. SEHD has some dedicated classroom space in the building, e.g., 110, 202, 301, 305, 401, plus faculty and administrative offices. Although Bailey Hall has been targeted for major upgrades in its infrastructure (heating and cooling system, windows, and other facility features), and some of these projects have been completed in 2012 and 2013, budget shortfalls and emergency expenditures have postponed the completion of some of the major structural upgrades. Recent improvements include a major upgrade to the lecture hall in 10 Bailey, new hallway lighting and projection equipment and new furniture in some classrooms, renovations to create some larger classrooms (e.g., 405 Bailey), new paint in the hallways and stairwells, improvements to the Library Learning Commons and Student Success offices, improvements to the snack/dining kiosk on the first floor, replacement of some windows that were leaking, and some adjustments of the heating system. A renovated space that consolidates the Professional Development Center with the Dean's Office into one location in the Ground Level took place within the last 10 years. Two conference rooms are equipped for video-conferencing.

Unit Resources, Including Technology

Several years ago, the Dean of the College determined that technology and digital teaching and learning needed to be a major priority. As a result, we have invested considerable resources to ensure that faculty and staff have the hardware and software needed to conduct research, enhance instruction, improve communication, increase productivity, and stay connected to the ever-changing digital world. All faculty and staff have individual computers, and the university provides regular staff development opportunities for enhancing technology skills. During 2007-08, the University developed a policy supporting replacement of individual computers every three years. Due to fiscal limitations, this policy has not been fully implemented but computers with issues are replaced rather than fixed if out of warranty.

Bailey Hall has one computer classroom (there used to be two computer classrooms but there is less need for them since almost all students have laptops and 24/7 access to technology), with computer stations available in the library and wireless access throughout Bailey Hall. Similar computer resources are available at other locations on USM's three campuses. Networking, technical, and instructional services are offered through University Computing Technologies and Software Services.

The Instructional Technology and Media Services office located in 3 Bailey Hall provides a range of instructional resources to assist faculty and staff. Most of the classrooms in Bailey Hall (and other university locations where teacher education courses are taught) have been equipped to allow for computer-enhanced instruction. The HelpDesk is an important resource for responding to faculty and staff questions as well as for providing technical and repair services.

408 Bailey Hall is a dedicated compressed video classroom, and the facility is used for the delivery of several courses as well as for inter-campus meetings – both at USM and across the University of Maine System. Another such room has recently been created in 117 Bailey.

Several years ago, the University created the Center for Technology Enhanced Learning (CTEL) housed in the Abromson Community Education Center on the Portland campus. CTEL staff provide assistance for course design and delivery in online and blended formats, training in new technology and software, and support. SEHD leads USM in providing courses and full programs online and in blended formats. SEHD faculty are often called upon to provide professional assistance to others at USM and beyond.

Three other resources demonstrating increased attention and applicability to educator preparation programs are the Osher Map Library, the GIS Lab, and the Confucius Institute. In 2010, the Osher Map Library reopened after a renovation project that quadrupled the size of the facility, including its classroom space and meeting rooms, vaults, collections, and display area. Since part of the OML's mission is to promote collaboration with scholars and teachers from the University and around the globe and engage in K-12 outreach programs, the facility has created a dedicated position for an education coordinator.

The GIS Lab is part of the Geography-Anthropology program at USM, and has seen a steady increase in use by disciplines across the campus.

In 2013, USM partnered with Dongbei University of Finance and Economics in Dalian, China to host Maine's first Confucius Institute (CI). The USM Confucius Institute joins more than approximately 400 institutes throughout the world and 90 institutes nationwide. Building on an existing campus- and community-wide interest in the study of Mandarin and Chinese culture, the initial focus of the institute is language, culture, and education. The Confucius Institute is connecting with the Teacher Educator partner schools to offer varied Chinese Language and Culture programs offered with K-12 schools.

Library Resources

Students and faculty of educator preparation programs have access to a wide range of resources

and services at the USM Libraries, with locations on each of the three USM campuses. On the Portland Campus, the Albert Brenner Glickman Family library is the largest of the three libraries. The Gorham Campus Library is located in Bailey Hall, the main classroom building on the Gorham campus and includes a Learning Commons. The Lewiston-Auburn College Library, located in the center of the Lewiston-Auburn College building, has also combined IT and Library services into a Learning Commons. These three libraries operate conceptually as one library on three campuses, with common services at each library, collections somewhat divided by campus emphasis and a centralized technical services in Portland. The libraries are also well connected to the library resources of the University of Maine System campuses. The Libraries and ITMS have a staff of 45 FTE positions with 22.5 professional staff and 22.5 support staff. David J. Nutty was appointed Library Director in September, 2003.

Since 2005, Instructional Technology and Media Services department has been administratively linked to the University Libraries. This move enhances the educational mission of the University through integration of instructional technology and information resources.

The Glickman and Gorham Campus libraries are open 7 days a week year round, for 96.25 hours per week during the fall and spring semesters and 85 hours per week during the summer. The Lewiston-Auburn College Library is open 6 days and 62.5 hours per week during the academic year, with shorter hours during the summer. These service hours meet the needs of SEHD students for direct access to library collections, services and staff. In addition, there is 24/7 access to a variety of web-based library resources and services through the USM Library web site.

USM Libraries offer all of the usual and expected services through circulation, print and electronic course reserves, informational and research reference, electronic database searching, interlibrary loan and document delivery, and an active instruction program for information literacy and library research. The USM Library's collection includes 400,000 book and serials volumes, 137,000 federal and Maine government documents, access to over 200 electronic databases and reference materials, and 3028 current journal and serials subscriptions, with access to full-text holdings of more than 34,345 electronic journals through the use of Serials Solutions. Among the Library's special collections are the Osher Map Library (which has a part-time Education Coordinator position funded by the Osher Library Associates) , the Sampson Center for Diversity in Maine, and the University Archives.

Standard 6 Appraisal

Despite the fact that USM (like most universities across the US) is dealing with dwindling financial support and significant demographic and political challenges, we believe we have the essential governance structure and adequate resources to continue offering high quality educator preparation programs. The updated governance document for the Professional Education Council reflects the changing landscape at USM in terms of administrative structures, lines of authority, and requirements for increased communication, efficiency, and consistency. While the PEC and SEHD have recognized the significance of updating their governance documents and promoting better models of governance in changing times, the college and the University are lagging behind in creating clear structures that reflect the current and emerging paradigms for

governance (although CAHS and CSTH do have draft governance documents that are near completion). All unit governance documents must be approved at the university level (and usually at the system level, as well), so SEHD and the PEC are unofficially operating under our revised governance guidelines until the University is at a place where it can conclude that our documents are aligned (and not in conflict) with university governance expectations. Members of the PEC were unanimous in approving the revisions to the PEC governance document because it reflected the current realities of the university and the expectations for educator preparation programs.

Building facilities, technology resources, and library resources and services are all deemed to be adequate and helpful for delivering education programming through multiple modalities and venues. The library and technology staff personnel are well-educated, helpful, resourceful, and useful allies in offering our programs.

The number of faculty and staff in educator preparation programs has steadily declined over the past several years. Some of the decline is due to reduced numbers of grants, but a major cause has been the efforts to create more efficiency, contain costs, and address deficits. As people have left, they are often not replaced. Despite the significant deficits, not a single program has been eliminated at USM. In the end, programs with robust enrollments get hurt as much as (and sometimes more than) programs with few students.

The dramatically increased cost of benefits over salaries, the costs for physical infrastructure maintenance, the decreased number of traditional undergraduate students, decreased state appropriations, and fewer grant proposals and awards have been the major contributors to budget woes and diminishing numbers of personnel. Clear priorities and creative problem-solving will be necessary for finding a balance between addressing tight fiscal constraints and creating high quality educator preparation programs that are based on national standards and professional integrity.

Standard 6 Projections

Steps to address concerns discussed in Standard 6 include the following:

- Create a lean system of committees and intra-college collaboration will result in more efficient problem-solving, communication, and accountability.
- The School of Education and Human Development and its affiliated programs will create its own plan for aligning priorities with resources

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